

**IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN  
KARAKTER) PROGRAM AT KAUMAN STATE  
ELEMENTARY SCHOOL 1 MALANG**

**THESIS**

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FACULTY OF TARBIYAH AND TEACHING TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG**

**JUNE, 2018**

**IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN  
KARAKTER) PROGRAM AT KAUMAN STATE  
ELEMENTARY SCHOOL 1 MALANG**

**THESIS**

*Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim  
State Islamic University Malang in Partial Fulfillment of the Requirements for the  
Degree of Sarjana Islamic Elementary Educations (S.Pd)*

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UNIVERSITY MALANG**

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**APPROVAL SHEET**

**IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN KARAKTER)**

**PROGRAM AT KAUMAN STATE ELEMENTARY SCHOOL 1 MALANG**

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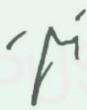
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**IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN  
KARAKTER) PROGRAM AT KAUMAN STATE ELEMENTARY  
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## DEDICATION

All praise and thanks to Allah SWT who has given all blessings in my life.

Sholawat and salam be with Prophet Muhammad SAW who has guided us from jahiliyah era to ilmiah era it's Islam the perfect religion.

This thesis is a small part of my contribution in the word of education.

This thesis I dedicate to my parents. Both of my parents, **Mr. Supratikno** and **Mrs. Enik Kurniasih** who have always take care and pray for me to finish this thesis. They have loved me, supported, and guiding me to always try as I can.

For my sister and her husband **Dewi Muftina Billa** and **Ahmad Ridlo Sabdolegowo** and their daughter **Maisun Prajna Paramita** as always supported and motivation. My little sister **Aisyah Almakkiyyah Ummal Khoir** who always cheer with excitement and also all of my big family who I can't call here who have been encourage me in my life.

For my beloved partner, best friend thanks for supporting me and pray for me.

For my beloved friends of **ICP PGMI 2014, PERPUS 5758, HTQ, KKM 58, PPBA C9, Volunteer 2017, PKL Thailand** specially for **Amanah Suksa members** and all of my friends that I can't call one by one.

## MOTTO

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ

وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا (٢١)

“Sungguh, telah ada pada (diri) Rasulullah itu suri teladan yang baik bagimu (yaitu) bagi orang yang mengharap (rahmat) Allah dan (kedatangan) hari kiamat dan yang banyak mengingat Allah”.

(QS. Al Ahzab (33): 21)



Dr. Muhammad Walid, M.A  
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**OFFICE MEMO OF ADVISOR**

Malang, June 6<sup>th</sup>, 2018

Subject : Skripsi Rizkya Dwi Kurnia  
Attachment : 6 (six) Eksemplar

To Whom it May Concern,  
Dean of Tarbiyah and Teaching Training Faculty  
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*Assalamu 'alaikum Wr. Wb*

This office memo declares that Skripsi originally owned by:

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Study Program : Islamic Elementary Education Department (PGMI)  
Title of Skripsi : Implementation of PPK (Penguatan Pendidikan Karakter)  
Program at Kauman State Elementary School 1 Malang.

Is considered acceptable to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalammu 'alaikum Wr. Wb.*

Advisor,



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**CERTIFICATE OF SKRIPSI AUTHORSIP**

I hereby declare that this skripsi is originally written by Rizkya Dwi Kurnia, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (SPd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana status* of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim for others.

Malang, June 6<sup>th</sup> 2018



Rizkya Dwi Kurnia  
14140116



## PREFACE

Praise and gratitude to Allah SWT because of all blessing and guidance, so the writer able to finish the arrangement of qualitative research “Implementation of PPK (Penguatan Pendidikan Karakter) Program at Kauman State Elementary School 1 Malang” as the final project to get the academicians degree at Maulana Malik Ibrahim State Islamic University, Malang. Sholawat and salam be with Prophet Muhammad SAW who has guided us from jahiliyah era to ilmiah era it's Islam the perfect religion.

Writing of this thesis would not be possible without the support, encouragement, guidance from the various parties. There is no pronounceable word that can be extended except the great gratitude to the excellency:

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3. H. Ahmad Sholeh, M.Ag as Chairman of Islamic Elementary Education Department.
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The writer awarded that in the preparation of this thesis still there are a lot of mistakes for arrange this report, so writer expected critiquals and suggestion from all parties to improve the next report. I hope that this thesis provides benefit to all parties. Amiin Ya Rabbal Alamin.

Malang, June 6<sup>th</sup> 2018

Rizkya Dwi Kurnia

## GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

### A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Vocal

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

### C. Vokal Diphthong

أَوْ = aw

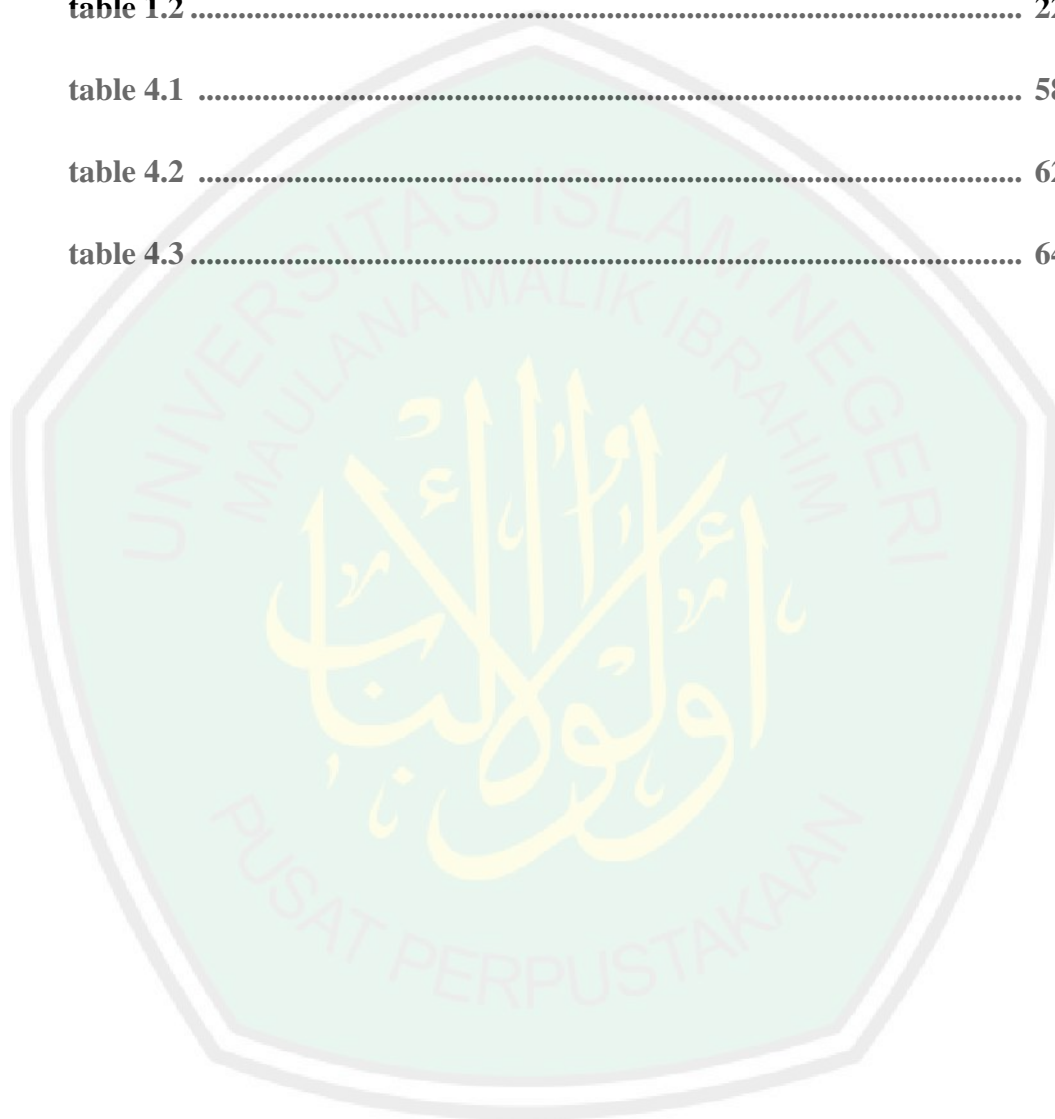
أَيَّ = ay

أُو = û

إِي = î

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## ABSTRAK

Kurnia, Rizky Dwi. 2018. *Implementasi Program Penguatan Pendidikan Karakter (PPK) di Sekolah Dasar Negeri Kauman 1 Malang*. Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Muhammad Walid, M.A

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Pendidikan Nasional pada hakikatnya berfungsi mengembangkan kemampuan dan membentuk karakter serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa. Salah satu upaya yang dilakukan yaitu dengan adanya Peraturan Presiden Republik Indonesia nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter. Penguatan Pendidikan Karakter (PPK) memiliki tujuan membangun dan membekali Peserta Didik sebagai generasi emas Indonesia Tahun 2045 dengan jiwa Pancasila dan pendidikan karakter yang baik guna menghadapi dinamika perubahan di masa depan. Penguatan pendidikan karakter dilaksanakan dengan menerapkan nilai-nilai Pancasila dalam pendidikan karakter terutama meliputi nilai-nilai religius, nasionalis, mandiri, gotong-royong dan integritas.

Tujuan penelitian ini adalah untuk: 1) Menganalisis program pendidikan karakter yang diselenggarakan di SDN Kauman 1 Malang. 2) Menganalisis pelaksanaan penguatan pendidikan karakter (PPK) di SDN Kauman 1 Malang. 3) Menganalisis faktor pendukung dan penghambat proses penguatan pendidikan karakter (PPK) di SDN Kauman 1 Malang.

Metode penelitian dalam penelitian ini menggunakan pendekatan deskriptif kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Hubberman (Pengumpulan data, reduksi data, penyajian data, conclusion).

Hasil penelitian menunjukkan bahwa: 1) Program pendidikan karakter yang ada di SD Negeri Kauman 1 Malang dilakukan melalui pembiasaan pada kegiatan sehari-hari maupun satu minggu sekali di sekolah, meliputi religius, nasionalis, mandiri, gotong-royong serta integritas. 2) Pelaksanaan kegiatan Penguatan Pendidikan Karakter (PPK) di SD Negeri Kauman 1 Malang mengadopsi dari petunjuk teknis yang telah dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan Nasional dan disesuaikan dengan kegiatan di sekolah. Pelaksanaan PPK berfokus pada struktur yang sudah ada dalam system pendidikan nasional. 3) Faktor pendukung program PPK di SDN Kauman 1 Malang adalah dari segi sarana dan prasarana, lingkungan sekolah, wali murid, dan masyarakat yang relevan dengan lingkungan sekolah. Sedangkan faktor penghambat dalam pelaksanaan program PPK adalah belum terbiasanya siswa dalam menyesuaikan waktu pulang sekolah yang lebih lama dari biasanya.

**Kata kunci:** *Implementasi, PPK*



## ABSTRACT

Kurnia, Rizkya Dwi. 2018. *Implementation of PPK (Penguatan Pendidikan Karakter) at Kauman State Elementary School 1 Malang*. Thesis. Tarbiyah and Teaching Training Faculty. Islamic Elementary Education Department. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Muhammad Walid, M.A

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National Education essentially serves to develop the ability and form the character and civilization of a dignified nation in order to educate the nation's life. One of the efforts is made by the President of the Republic of Indonesia number 87 of 2017 on PPK (Penguatan Pendidikan Karakter). PPK has the purpose of building and equipping Students as the gold generation of Indonesia in 2045 with Pancasila's soul and good character education in order to face the dynamics of change in the future. Strengthening character education is implemented by applying the values of Pancasila in character education mainly including the religious values, nationalist, independent, mutual cooperation and integrity

The purposes of this research are to: 1) Analyze the character education program held at SDN Kauman 1 Malang. 2) Analyze the implementation of PPK (Penguatan Pendidikan Karakter) at SDN Kauman 1 Malang. 3) Analyzing the supporting factors and inhibiting the process of PPK at SDN Kauman 1 Malang.

The method of this research use qualitative descriptive approach with research type of case study. The data collections techniques used are observation, interview, and documentation. The data analysis using Miles and Hubberman models (Data collection, data reduction, data presentation, and conclusion).

The result of the research shows that: 1) Character education program in SDN Kauman 1 Malang is done through daily and weekly practice in school, including religious, nationalist, independent, mutual and integrity. 2) Implementation of PPK at SDN Kauman 1 Malang adopted from technical guidance which have been issued by Ministry of National Education and Culture and adapted to activity in school. The implementation of PPK focuses on existing structures in the national education system. 3) Supporting factors of the PPK program at SDN Kauman 1 Malang are in terms of facilities and infrastructure, school environment, parents, and community relevant to the school environment. While the inhibiting factor in the implementation of the PPK program is not yet familiar with the students in adjusting time off to their home from the school is longer than usual.

**Keywords:** *Implementation. PPK*

## مستخلص البحث

رزكيا دوي كورنيا. ٢٠١٨. تطبيق برنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق. البحث الجامعي. قسم تعليم المعلم للمدرسة الابتدائية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانق. المشرف: الدكتور محمد والد الماجستير.

### الكلمات المفتاحية: تطبيق، برنامج تقوية تعليم الشخصية.

التعليم في البلد إندونيسيا حقيقة تهدف لتطوير المهارة والقدرة ولشكل الشخصية لتركبة حياة الأمة. ومن الجهود المبذولة هو لوائح رئيس جمهورية إندونيسية رقم ٨٧ سنة ٢٠١٧ عن برنامج تقوية تعليم الشخصية الذي لديه غرض بناء وتجهيز المتعلمين كجيل ذهبي لإندونيسيا مع روح بانكسيلا وحسن تعليم الشخصية لمواجهة دناميات التغيير في المستقبل. يتم برنامج تقوية تعليم الشخصية بتطبيق القيم الدينية والقومية والمستقلة والتعاونية والتزاهة.

يهدف هذا البحث على ثلاثة أهداف، وهم: أولاً لتحليل برنامج تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق. وثانياً لتحليل برنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق. وثالثاً لتحليل العوامل الداعمة والعوامل المثبطة لبرنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق.

ومنهج هذا البحث هو الوصفي النوعي بنوع البحث دراسة الحالة. ومصادر جمع بيانات المستخدمة هي الملاحظة والمقابلة والوثائق. وأما تحليل البيانات المستخدمة هي نموذج Miles و Hubberman (جمع البيانات وتخفيض البيانات وعرض البيانات وإستنتاج).

وننتج هذا البحث أولاً بأن برنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق — أقامت ممارسة العملية اليومية الجيدة التي تشمل على القيم الدينية والقومية والمستقلة والتعاونية والتزاهة. وثانياً أن برنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق تبنى على ما كتب وزير الشؤون التعليمية. وثالثاً من العوامل الداعمة لبرنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق هي الوسائل التعليمية، وبيئة المدرسة، ووالد الطالب، والناس حول المدرسة. وأما من العوامل المثبطة لبرنامج تقوية تعليم الشخصية في المدرسة الحكومية الواحدة بكاومان مالانق هي قلة الورشة والندوة التعليمية للمعلم والطالب لم يعتاد على ضبط الأوقات التعليمية التي أطول من العادة.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

National Education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation. Government Regulation number 17 Year 2010 on managing the Organization of Education in article 17 paragraph (3) States that primary education including school aims to build a foundation for the development of potential learners to become man, that: (a) faithful and devoted to God Almighty; (b) adopting noble and lofty personality; (c) a learned, skilled, critical, creative and innovative; (d) healthy, independent and self (e) the tolerant, sensitive social, democratic and accountable. Based on the foregoing, it is clear that the purpose of education at every level are very concerned with the creation of the character of learners.

One of Journal education USE say: "Educational system in Indonesia has under gone several changes. Finally, since 2010 an idea appeared to incorporate aspects of character education. It received good responses from all education stakeholders. The character education reflects the information of character education students habit, which is towards the desire to build. Sense- the feeling, how to behave, to recognize and directs the will and building.

Alignments are substances that can only be established through education. The character education should empowered absolutely well as it can forward the character of Indonesia which has not trending. However this concept has some specific constraints such as the emergence of international school, legal education, and the condition of education in Indonesia today. The solution to this challenge is in the realm of policy commitment and the government is self”.

This is in line the demands of article 3 Law Number 20 year 2003 about SPN (Sistem Pendidikan Nasional). National education aimed at the development of potential learners in order to become a man of faith and piety to God Almighty, good attitude, patient, honest, healthy, learned, accomplished, creative, independent, and become citizens of a democratic as well as responsible.

One such institution is the school. The school organises lessons to guide, educate, train and develop the ability of learners to achieve the goal of education, among others, is a virtuous human being.<sup>1</sup>

Educational institution consisting of the school, the family and social environment, should be a role model or modeling the process of learning and education for learners, it caused the education practice at every ranks not merely the development reason learners, but also is the formation of good moral and virtuous mind. Islamic education is an

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<sup>1</sup> Pupuh F, dkk. *Pengembangan Pendidikan Karakter* (Bandung: Refika Aditama, 2013), hlm 7-8.



absolute must aim to servitude and actualizing of the role and position of the Caliphate of man on Earth.<sup>2</sup>

There are strong indications regarding the loss of noble values inherent in our nation, such as honesty, discipline, unity and togetherness, simply making our common concerns. There should be an effort to make those values back into the characters we are proud in the presence of other Nations. One effort in that direction is to fix our education system must be operates on character education.

Building the nation character takes a long time and should be done on an on going basis. Our Government is represented by the Ministry of national education has nothing so do efforts to the improvement of quality of education in Indonesia, but not all are successful, particularly the Indonesia people's character. One of the efforts to realize the above education, learners should be provided with special education mission that brought the staple in the construction of their character.<sup>3</sup>

Presidential regulation concerning strengthening character education given that Indonesia as a cultured nation is a country upholding the noble morals, values, wisdom, and manners. In order to realize the civilized nations through the strengthening of religious values, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, passion, love of the fatherland, to appreciate the achievements,

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<sup>2</sup>Pupuh F, dkk. *Pengembangan Pendidikan Karakter* (Bandung: Refika Aditama, 2013), hlm. 1.

<sup>3</sup> M. Masyis Dzulhilmi, *Model Pendidikan Karakter dalam Meningkatkan Kedisiplinan Studi Kasus Pondok Pesantren Nurul Falah Al-Kamun Gading Bululawang Malang*, Tesis, Program Magister Pendidikan Agama Islam UIN Malang, 2014, hlm. 1.



communicative, love peace, an avid reader, care for the environment, social care, and responsible for, need strengthening character education. Strengthening character education as mentioned is the shared responsibility of the family, community, and education unit.

Strengthening character education (PPK) has the goal to build and equip Learners as the golden generation of Indonesia Year 2045 with the soul of Pancasila education and good character in order to face the changing dynamics in the future. As well as developing national education platform that put character education as the main soul in organizing education for Learners with support public involvement through formal, non-formal education track, and informal with attention to cultural diversity, Indonesia and revitalize and reinforce the potential and competence of educational personnel, educators, Students, community, and family environment in implementing the PPK.<sup>4</sup>

The Organization of the Educational Unit on line PPK Formal education carried out activities in integrated Intrakurikuler, Kokurikuler; and the Organization of Extracurricular activities in a PPK Intrakurikuler is a learning activity for the fulfillment of the burden of learning in the curriculum in accordance with the provisions of laws-invitation. Kokurikuler activity is an activity carried out for the strengthening, deepening, and/or enrichment activities Intrakurikuler. Extracurricular activities are activities of character development in the framework of the

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<sup>4</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm. 4.

expansion potential, talents, interests, abilities, personality, teamwork, and self-reliance learners optimally.<sup>5</sup>

Strengthening character education is carried out by applying the values of Pancasila in character education mainly includes religious values, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, passion nationality, love of the fatherland, to appreciate the achievements, communicative, peace-loving, an avid reader, social care, care for the environment and responsible.<sup>6</sup>

Realization of Strengthening character education (PPK) as the main foundation of the development of the national character and is the transformation of the cultivation of the values of Pancasila in a sustainable way, especially through the example aspect of principals, teachers, People Parents and the entire figure of education providers and community leaders. The standalone implementation and gradual PPK year 2017 at the level of primary school and junior high school were held in 34 Provinces with a total of 9,830 school. Regional support in organizing PPK namely Malang Regency of Banyuwangi, Siak Regency, Regency Gowa, Lamongan, Bandung Regency, Purwakarta Regency, Regency of Pemalang Regency, NTB Province and 1900 there are 6 districts.

Malang is one of the areas that support the Organization of the PPK. The Organization of the PPK in Malang became one of monitoring and evaluation for the policy in the development and implementation of

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<sup>5</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter , Jakarta , 2017, hlm. 3

<sup>6</sup> *Ibid.*, hlm. 4.

the PPK in full and independent. Strengthening character education (PPK) which applied the unfortunate 1 Kauman SDN support program execution 5 (five) days of school at madrasah diniyah and education unit. Strengthening character education is integrated with the entire activity of the KBM (teaching and learning activities) in the unfortunate 1 Kauman SDN with a strengthening of the role of the principal, teachers, School Committee, parents and the community.

In general character education at SDN Kauman 1 Malang existed before the establishment of the Republic of Indonesia presidential Regulation number 87 Years 2017 about Strengthening character education. Through learning activities that are already oriented characters. Then, the cultivation of the character through the conditioning in daily activities. Like, religious values by praying before the study and prayer in congregation, the value of nasionalis by singing the National Anthem Indonesia Raya and, working through the mutual value of filial piety, a standalone value, and the value of integrity by demonstrating behavior that good.

Based on this, the researchers are interested in conducting research with the title “IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN KARAKTER) PROGRAM AT KAUMAN STATE ELEMENTARY SCHOOL 1 MALANG”.

## B. Focus of the Research

Based on the above research context, then the focus of the research is as follows:

1. How does the program of character education held at Kauman State Elementary School 1 Malang?
2. How is the implementation of PPK (Penguatan Pendidikan Karakter) at Kauman State Elementary School 1 Malang?
3. What are the supporting and inhibiting factors of PPK (Penguatan Pendidikan Karakter) at Kauman State Elementary School 1 Malang?

## C. Objectives of Research

Based on the above research focus, then the research objectives are as follows:

1. To analyze the character education program held at Kauman State Elementary School 1 Malang.
2. To analyze the implementation of PPK (Penguatan Pendidikan Karakter) at Kauman State Elementary School 1 Malang.
3. To analyze the supporting and inhibiting factors of PPK (Penguatan Pendidikan Karakter) at Kauman State Elementary School 1 Malang.

## D. Significance of Research

This research is expected to provide a theoretical and practical benefits, in order to increase the values of character education at school

level education unit in Kauman State Elementary School 1 Malang. As for details of the benefits of research are as follows:

### 1. Theoretical Significance

- a. Add to knowledge and information about the theory of character education.
- b. For researchers, this gives an insight into the strengthening of character education are beneficial and important as prospective educators.

### 2. Practical Significance

- a. For Educational Institutions

The results of this research are expected to be input and information sources to find advantages and disadvantages in program implementation efforts strengthening character education (PPK) in Kauman State Elementary School 1 Malang.

- b. For Maulana Maulana Malik Ibrahim State Islamic University Malang

This research is expected to be material to the development of further scientific study in terms of increasing values character education on students in the Undergraduate Program.

- c. For Readers and Researchers Further

When the results of this research are seen good and worthy, then it is expected to be a material consideration and reference for



further studies. Both in similar research as well as other relevant research.

#### E. Scope

To keep the possibility of impending confusion in the understanding of the title, then writer need reconsideration of the scope of the discussion to help and make it easier to understand. As for the scope of his discussion is strengthening character education program at education unit.

#### F. Originality of Research

After reviewing and researching towards a thesis and books, the authors have not found research that discusses the “IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN KARAKTER) PROGRAM AT KAUMAN STATE ELEMENTARY SCHOOL 1 MALANG”. However, the authors find research that is relevant to the author's scrupulous research, be it research or other. Among them are:

1. M. Masyis Dzul Hilmi, 2014. Thesis with the title Character Education Model in Improving Discipline (a case study of boarding schools Nurul Falah Al Kamun Bululawang Malang). The equation of research i.e. research focus on implementation of character education. The difference is in the object of research, which earlier research done at boarding schools Nurul Falah Al-Kamun. As well as the research

method used i.e. qualitative research with case studies. The purpose of this research is a) to figure out a general overview about discipline in boarding schools Nurul Falah Al-Kammun, b) to know the efforts of instilling character discipline in boarding schools Nurul Falah Al-Kammun, c) to find out the model character education in improving discipline in boarding schools Nurul Falah Al-Kammun.

The results of this research are a) discipline in boarding schools Nurul Falah Al-Kammun are good. This is apparent from the students who have a tendency of devout and obedient and to follow the various activities that are added by the boarding school, some students claimed to be afraid to break the rules that exist because of sanctions they consider very firmly, b) the efforts of instilling discipline include discipline in prayer time, discipline, and discipline in learning, c) models of character education in improving discipline was a model of holistic integrative, namely education integrate all aspects and values in education such as moral, ethical, religious, philosophical, and social psychology in unity with mankind as a whole intact between soul and body, material and spiritual with steps among them: example, giving advice and lessons, conditioning with reward and sanction, and the approach to religion.

2. Moh. Imam Mukhlis, 2016. Thesis with the title The Implementation of Activities Scouts in Shaping the Character of Discipline for Student Members of the scouting Movement at Sukun State Elementary School

3 Malang. The equation of research i.e. research focus on implementation of character education. The method of research used descriptive. The difference is in the objects of study are Movement at Sukun State Elementary School 3 Malang, as well as the focus of the research that is shaping the character of the discipline of scouting activities in students. . The purpose of this study was: a) to know the implementation activities of the Scouts in Movement at Sukun State Elementary School 3 Malang, b) to know the impact of the activities of the Scouts in shaping the character of the discipline of students Movement at Sukun State Elementary School 3 Malang.

The results of this research is the implementation of the activities of the Scouts in shaping the character of the discipline in at Sukun State Elementary School 3 Malang has gone as expected. This is proven by the accomplished 4 indicators discipline. Discipline in keeping our lesson schedule that is more student discipline in the process of learning such as work on the given tasks, discipline in the face of the temptation to postpone the time of work particularly regards worship, discipline against yourself to focus on the attitude of self-reliance and discipline students in maintaining physical conditions i.e. students can maintain a healthy living patterns.

3. Rifka Afifah, 2017. Thesis entitled Implementation of Character Education in Karawitan Extracurricular Activities to Form Student Behavior in Blimbing State Elementary School 3 Malang. Have a

equation research that is both do research on implementation of character education. As well as the research method used i.e. qualitative descriptive. It was the object of the research is on the Blimbing State Elementary School 3 Malang. Research focus on character education through the activities of musicians in shaping the behavior of students.

The purpose of this research are a) to describe the character values in the karawitan extracurricular activities that may form student behavior at Blimbing State Elementary School 3 Malang, b) to describe the implementation of character education in the karawitan extracurricular activities to form student behavior at Blimbing State Elementary School 3 Malang, c) to describe the impact of character education in karawitan extracurricular activities to form student behavior in Blimbing State Elementary School 3 Malang.

The results of this research is showing that a character) values on karawitan extracurricular activities at Blimbing State Elementary School 3 Malang who can shape student behavior that is appreciative of the work and the presentation of others, preserving traditions, attitudes sit respectful, responsible, loving culture of Indonesia and tolerance, b) the implementation of extracurricular activities that aim to establish the behavior of the students like to appreciate and preserve the tradition, appreciate others especially older, sitting with manners, responsible and loving culture of Indonesia, c) character education in

karawitan extracurricular activities is impacting both for student behavior in the Blimbing State Elementary School 3 Malang due to ethics in karawitan that make children be has good habits in each exercise and will have an impact on the everyday life of students.

Table 1.1

## Originality of Research

No.	The name of the researcher, the title, form and years of research	Equation	Difference	Originality of Research
1.	Thesis M. Masyis Dzul Hilmi, “ <i>Character Education Model to Improve od Decipline (Islamic Boarding School Nurul Falah Al-Kammun Gading Bululawang Malang)</i> “, 2014.	Research focus on implementation of character education	Qualitative research (case study). The object of study in boarding schools Nurul Falah Al-Kauman. Focus of research is instilling character discipline in boarding schools Nurul Falah Al-Kammun.	This research examines Implementat ion of PPK (Penguatan Pendidikan Karakter) Program at Kauman State Elementary School 1 Malang.
2.	Skripsi Rifka Afifah , “ <i>Implementation of character education in Karawitan extracurricular activities to form student behavior in Blimbing State Elementary School 3 Malang</i> ”, 2017.	Research focus on implementation of character education. Qualitative descriptive study.	The object of research in Blimbing State Elementary School 3 Malang. The focus of penelitaian is mengkasi how the strategies used to enhance teacher values character education on students.	
3.	Thesis Moh. Imam Mukhlis, “ <i>Implementation</i>	Research focus on implementation of character education.	The object of the research was in Sukun State Elementary School	



<i>of Scouting Activities in Shapping Character Discipline Student of Members Scout at Sukun State Elementary School 3 Malang”, 2016.</i>	Qualitative research is descriptive.	3 Malang. The focus of research is on the establishment of discipline the student members of the Scout movement.	
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#### G. Definition of Key Terms

##### 1. Implementation

Implementation is a process ideas, innovations or policies in a practical actions so as to give effect, either in the form of knowledge, skills as well as values and attitudes. The usual implementation as the implementation of an idea, or the idea be applied in an action.

##### 2. Character Education

Character education is a system of cultivation of character values to learners that includes components of knowledge, awareness or willingness, and actions to implement those values both against God Almighty, self, Sesame, environment as well as nationality so that human beings kamil.

##### 3. Intracurricular

Intrakurikuler is a learning activity for the fulfillment of the burden of learning in the curriculum in accordance with the provisions of the legislation.

##### 4. Kokurikuler

Kokurikuler is an activity undertaken for the strengthening, deepening and/or enrichment.

## 5. Ekstracurricular

Extracurricular activities is character development in the framework of the expansion potential, talents, interests, abilities, personality, teamwork, and self-reliance learners optimally.

## H. Composition of Research Findings

Chapter I : The chapter introduction. This chapter comprises background problem. This is a process of early onset an issue that will be discussed. From the background, the next focus of the research is determined, the purpose and benefits of the research, the scope of research, originality, the definition of the term and systematic discussion.

Chapter II : the chapter is the cornerstone of the theory. In this chapter consists of understanding implementation, and review of the strengthening of character education.

Chapter III : Chapter research methods. This chapter consists of the approach and the types of research, the presence of the researcher, the location of research, data and data sources, data collection techniques, techniques of data analysis and checking of the validity of the data.

Chapter IV : The exposure chapter data and research results. This section contains the results of the research.

Chapter V : It is the chapter that contains the discussion discuss or answer formulation problems.

Chapter VI : It is the concluding chapter in which the conclusions and suggestions.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Strengthening the Character Education

##### 1. Understanding Character Education

The word is derived from the character of Greece which meant to mark and focus on how to apply the value of goodness in the form of action or behavior. In the language of United Kingdom character means almost the same as the properties, behavior, morals, character, habits and manners. In the General dictionary Indonesian Language it is written that the character is the character, conduct, psychological traits, morals or character that distinguishes man from the other.<sup>7</sup>

Kurtus argues that the character is a set of behavior or behavior of a person with that person's behavior will then be known as private. According to him, the characters will determine the ability of a person to achieve his aspirations effectively, the ability to be honest and come clean to others, as well as the ability to conduct conformed to existing rules and.<sup>8</sup>

While the Likona, suggests that the character is very concerned with the concept of moral (moral knowing), the attitude of moral (moral

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<sup>7</sup> Tuhana Taufik, *Mengembangkan Karakter Sukses Anak di Era Cyber* (Yogyakarta: Ar-Ruzz Media, 2011), hlm. 17.

<sup>8</sup> *Ibid.*, hlm. 18.

feeling), and moral behaviour (moral behavior).<sup>9</sup> According to Simon Philips, the character is a collection of values that led on a system that bases of thought, attitude and behavior displayed.<sup>10</sup>

While Winnie, understand that the term has two meanings of characters characters. The first show how one behave, manifests the character of bad or manifest noble character.<sup>11</sup>

Russel Wilam described the character as the muscles that will be loosened if not trained. With exercise for the sake of the exercise then the muscles or character will be stronger and it will unfold into a habitual (habit). Characteristic of people who did not carry out an activity for fear of punishment, but because of the loving kindness (loving the good).<sup>12</sup>

A person's character is formed due to a habit that is done, the attitude taken in response to the circumstances and the spoken words to others.<sup>13</sup> One way to build character is through education. Education, good education in the family, community or formal education in schools should inculcate the values for the formation of character.

Character education is an effort that is done on purpose to develop good character (good character) based on the core policies (core virtues) that objectively both for individuals and society. The formation of the

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<sup>9</sup> Tuhana Taufik, *Mengembangkan Karakter Sukses Anak di Era Cyber* (Yogyakarta: Ar-Ruzz Media, 2011), hlm. 18.

<sup>10</sup> Fatchul Mu'in, *Pendidikan Karakter Kontruksi Teoritik dan Praktik* (Yogyakarta: Ar-Ruzz Media, 2011), hlm. 60.

<sup>11</sup> *Ibid.*.

<sup>12</sup> Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi* (Bandung: Alfabeta, 2012), hlm. 24.

<sup>13</sup> Syamsul Kurniawan, *Pendidikan Karakter* (Yogyakarta: Ar-Ruzz Media, 2017), hlm. 29.



characters themselves also did not escape from the inimitable example of good family environment, school environment, as well as the environmental community to develop good character.

Example for educators is a behavior that is required in the formation of character. The Prophet shows example in carrying out the teaching of Islam found in Holy Quran.<sup>14</sup> Example of much-needed teachers in shaping the personality of the child. By an educator should do the deed in accordance with the guidance and example taught Prophet Muhammad SAW, educating children by example or Uswatun Hasanah. Allah almighty said that Muhammad is a figure that should serve as a role model.

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ  
وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا (٢١)

“Sungguh, telah ada pada (diri) Rasulullah itu suri tauladan yang baik bagimu (yaitu) bagi orang yang mengharap (rahmat) Allah dan (kedatangan) hari kiamat dan yang banyak mengingat Allah.”<sup>15</sup> (QS. Al Ahzab (33): 21)

Character education according to Thomas Lickona is education to shape one's personality through education manners, the results seen in the actions of a person. That is the behavior of a good, honest and responsible, respecting the rights of others, hard work and so on. Aristotle

<sup>14</sup> Ridwan Abdullah dan Muhammad Kadri, *Pendidikan Karakter Mengembangkan Karakter yang Islami* (Jakarta: Bumi Aksara, 2016), hlm. 39.

<sup>15</sup> Al-Quran dan Terjemahannya (Bandung: SYGMA, 2009), hlm. 420.

argued that the characters were intimately connected with the habit that is often manifested in the behavior.

According to Elkind and Sweet, character education is the deliberate effort to help people understand, care about, and upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.<sup>16</sup>

Steadfast Sunaryo argues that character education concerns the talent (the basic potential of the natural), dignity (degrees through mastery of the science and Tech), and dignity (self through ethical and moral). While according to Raharjo, character education is a process of education that holistic linking moral dimension with the social sphere in the lives of learners as the Foundation for the formation of a qualified generation capable of living It has an independent principle of a truth that can be accountable.

The above definition is apparently still are common. In detail and Joon Emusti Rivashinta Agus defines character education as a system of planting character values to learners that includes components of knowledge, awareness or willingness, and actions to implement the those

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<sup>16</sup> Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi* (Bandung: Alfabeta, 2012), hlm. 23.

values to the God, self, neighbor, neighborhood or nationality to become human beings kamil.<sup>17</sup>

Strengthening character education which further shortened PPK is movement education under the responsibility of the educational unit to strengthen the character of learners. Through the harmonization of sports heart, sport think, think and exercise with the involvement of and cooperation between units of education, family and community as part of GNMR (Gerakan Nasional Revolusi Mental).<sup>18</sup>

## 2. The Values of The Characters Developed

Character education philosophy of Ki Hajar Dewantara 4 dimensions i.e. liver sporting (Ethics), though think (literacy), though (aesthetics) and sports .While the character's own values include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit, love of the fatherland, to appreciate the achievements, friendly/communicative, peace-loving, fond reading, caring environment, care about social responsibility. Values adjusted with the GNRM (national movement of Mental Revolution), local wisdom and creativity of school namely religious, nationalist, independent, mutual, and integrity.

PPK is carried out by applying the values of Pancasila in character education mainly includes religious values, honest, tolerant, disciplined,

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<sup>17</sup> Syamsul Kurniawan, *Pendidikan Karakter* (Yogyakarta: Ar-Ruzz Media, 2017), hlm. 30.

<sup>18</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter , Jakarta , 2017, hlm. 2.

hard-working, creative, independent, democratic, curiosity, passion, love of the fatherland, appreciate your achievements, communicative, peace-loving, an avid reader, care for the environment, social care, and responsible. The following description of the value of the character that was developed.

**Table 1.2**  
**Description of Character Values**

No	The value of the character that was developed	The Description Of The Behavior
1.	The value of the character in relation to the God Almighty (religious).	With regard to these values, thoughts, words, and actions of a person who will always be based on the values of the Godhead and the teachings of his religion.
2.	The value of the character in conjunction with yourself which include;	
	Honest	Is behavior that is based on the effort of making himself as someone who can always be trusted the word, action, and employment, both towards ourselves and others.
	Responsible	It is the attitude and behavior of a person to perform the duties and obligations as he should have done, against oneself, society, environment (natural, social and cultural), country and God Almighty.
	Healthy life style	Every effort to implement good habits in creating a healthy life and avoid bad habits that interfere with health data.
	Discipline	Is an act that shows the behavior of the orderly and obedient at various conditions and regulations.
	Hard work	It is a behavior that shows an earnest effort in overcoming various obstacles in order to complete the task (study/work) and as well as possible

	Confident	It is the attitude of the confident of the capabilities of one's self against the accomplished fulfillment of each desire and expectation.
	Entrepreneur	Attitude and behavior that is independent and clever or talented recognize new products, determine, devise new ways of production operations for procurement of a new product, market it, as well as organizing capital operations.
	Critical thinking, logical, creative and inovatif.	Thinking and doing something in fact or logic to generate new and enhanced results or of what has been.
	Standalone	An attitude and behavior that is not easily depending on others to complete tasks
	Want to know	Attitudes and actions are always striving to learn more in-depth and expanded from what he had learned, seen and heard.
	Love science	Ways of thinking, behaving concern and high to knowledge.
3.	The value of the character in conjunction with fellow	
	Aware of the rights and obligations of ourselves and others	Attitude know and understand and implement the rights belongs to yourself and others as well as the duties/obligations of ourselves and others.
	Strict social rules	According to the attitude and obedience towards the rules with regard to the public interest.
	Appreciate the work and achievements of others	Attitudes and actions that encourage him to produce something that is for the community, recognize and respect the success of others.
	Manners	The nature of a smooth and good from the standpoint of grammar or grammar of his behaviour to everyone.
	Democratic	Ways of thinking, behaving and acting that assess the same rights and obligations to himself and others.
4.	The value of the character in relation to the environment	Attitudes and actions that are always working to prevent damage to the surrounding natural environment, and develop upaya0upaya to repair the



		damage to the natural environment which is already taking place and always want to give help to others and community in need.
5.	National values	Ways of thinking, acting and insight that puts the interests of the nation and the Country above the interests of himself and his group.
	Nationalist	Ways of thinking, being and doing that shows the arts, caring and appreciation towards language, the physical environment, social, economic and political culture of the nation.
	Appreciate diversity	Attitudes give respect/respect for a wide variety of ways, either in the form of physical traits, customs, cultures, tribes and religions..

#### B. PPK (Penguatan Pendidikan Karakter)

Strengthening character education which further shortened PPK is movement education under the responsibility of the educational unit to strengthen the character of learners. Through the harmonization of sports heart, sport think, think and exercise with the involvement of and cooperation between units of education, family and community as part of a Mental Revolution Movement (GNMR).

##### 1. Foundation of PPK

The Foundation is the basis of beachhead or commencement of an act.

Legal basis in the abbreviated character education strengthening PPK is as follows:

##### a. Legislation Sisdiknas

The purpose of national education article 3 of law No. Sisdiknas of 20 Years is the growing potential of 2013 learners in order to become

a man of faith and pious to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic State as well as the responsible.

- 1) spiritual Attitude that is faithful and devoted to God Almighty
- 2) attitude of social character i.e., healthy, independent, and democratic and accountable.
- 3) as well as knowledge, skills, learned, accomplished creative. Humanizing of man.

b. Nawacita

Agenda Nawacita No. 8, namely the strengthening of the national character of the revolution through the manners and character development of students as part of a mental revolution.

- 1) Build civics (history of the nation, the values of patriotism and love of the fatherland, the spirit of the martial State and manners).
- 2) Realignment of the national education curriculum.
- 3) Evaluate model to be made in the system of national education.
- 4) Guarantees an adequate living for teachers, particularly in remote areas.
- 5) Enlarge the access of poor citizens to get educated.

Strengthening character education movement (PPK) as the Foundation and the main spirit education.

c. Trisakti

Manifest generation personality in culture.

d. RPJMN 2015-2019

The strengthening of character education in school-age children at all levels of education to strengthen moral values, morals, and the personality of the students by strengthening character education is integrated into school subjects.

e. Prepare a Golden Generation of 2045

Build a golden generation 2045 fed the skills of the 21st century.

21st century skills that required each student:

1) Quality characters

How students adapt in a dynamic environment. Religious, nationalist, help self , mutual, and integrity.

2) Basic literacy

How do students apply basic skills every day. Literacy numerasi literacy, language, literacy, science literacy, financial literacy digital, cultural literacy and citizenship.

3) Competation

How students solve complex problems. Critical thinking, creativity, communication, and collaboration.

f. Mandate of the President RI

g. A special referral President to the Minister to strengthen character education

h. Policy Kemendikbud

## 2. Values of PPK

There are five main character value of interconnected network of values that need to be developed as a priority Motion PPK. The main value of the fifth character of the nation in question is as follows:

### a. Religious

The value of a religious character reflects the against God Almighty who is manifested in behavior carrying out religious teachings and beliefs are adhered to, appreciate the difference of religion, upholding the tolerant attitude to implementation of worship religious and other beliefs, pillars and living peacefully with other religions.

The value of this religious characters include the three dimensional relationships at once, i.e. the relationship of the individual with God, with others, and individuals with the universe (environment). The value of a religious character is demonstrated in the behavior of loving and safeguarding the integrity of creation.

Religious among others, peace-loving, tolerance, valuing the differences of religion and belief, steadfast, self-confident, cooperation between different religions and beliefs, and hardness of friendship, sincerity, not imposing the will, love the environment, protecting the small and marginalized.

### b. Nasionalist

The nationalist character value is a way of thinking, being, and doing that show of loyalty, awareness, and appreciation toward the language, the physical environment, social, culture, economy, and politics of the nation, put the interests of the nation and country above self-interest and his group.

Values nationalists, among others, the cultural appreciation of the nation itself, keeping the cultural wealth of the nation, willing to sacrifice, superior, da overachievers, love the motherland, safeguard the environment, law abiding, discipline, respect for the diversity of cultures, tribes, and religious.

c. Standalone

The value of the standalone character is attitude and behavior is not dependent on other people and use all the energy, thoughts, time to realize the hopes, dreams and goals.

Standalone among other values work ethic (hard work), tough fighting power, hardiness, professional, creative, courage, and become lifelong learners.

d. Mutual

The value of the characters reflects mutual actions to appreciate the spirit of cooperation and digging resolve the issue together, establish communication and friendship, assistance/aid to people in need.

Values mutual, among others, appreciate, teamwork, inclusiveness, shared decisions over commitment, consensus, deliberation, solidarity,



empathy, close to discrimination, nonviolence, and the attitude of volunteerism.

e. Integrity

The value of character integrity was the value of the underlying conduct that is based on the effort of making himself as someone who can always be trusted in the word, action, and employment, have the commitment and loyalty on human values and moral (moral integrity).

Character integrity includes the attitude of responsibility as citizens, actively involved in social life, through Word and action consistency based on truth. Values integrity include honesty, love of the truth, loyal, moral commitment, anti-corruption, justice, responsibility, example, and appreciate the dignity of the individual (especially people with disability).

The five main characters of value is not a value that stand and developed independently but rather values interact sat together, which develops dynamically and formed the keutuha. The main value of any character education begins, individ school and developing other key values either contextually or universal.<sup>19</sup>

Values that have been described above developed with the conditioning is done continuously. Educating the child with the habit,

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<sup>19</sup> Kementrian Pendidikan dan Kebudayaan Republik Indonesia, *Konsep dan Pedoman Penguatan Pendidikan Karakter* (Jakarta: Kemendikbud), hlm. 7-10

because every child has an innate potential to obey the Almighty God, as the word of God surah Al A'raaf : 172.

وَإِذْ أَخَذَ رَبُّكَ مِن بَنِي آدَامَ مِنْ ظُهُورِهِمْ ذُرِّيَّتَهُمْ وَأَشْهَدَهُمْ  
عَلَىٰ أَنْفُسِهِمْ أَلَسْتُ بِرَبِّكُمْ قَالُوا بَلَىٰ شَهِدْنَا أَن تَقُولُوا يَوْمَ الْقِيَمَةِ إِنَّا كُنَّا  
عَنْ هَذَا غَافِلِينَ (١٧٢)

*“Dan (ingatlah) ketika Tuhanmu mengeluarkan dari sulbi (tulang belakang) anak cucu Adam keturunan mereka dan Allah mengambil kesaksian terhadap roh mereka (seraya berfirman), “Bukankah Aku ini Tuhanmu?” Mereka menjawab, “Betul (Engkau Tuhan kami), kami menjadi saksi.” (kami lakukan yang demikian itu) agar di hari kiamat kamu tidak mengatakan, “Sesungguhnya ketika itu kami lengah terhadap ini.”<sup>20</sup> (QS. Al A'raf (7): 172)*

The verse States that given any child to acknowledge God as their Lord, and obey him. However, the child is not able to run it as long as he has not seen a parent or teacher provides a good example in carrying out of obedience to God Almighty. Will grow into a personal believer if given Islamic education and are accustomed to running Islamic behavior.<sup>21</sup>

Make a well-behaved student and has Islamic morals is to familiarize the child run good behavior. The child will grow and good personality with the teacher provides a good example anyway. That is because a child will behave in accordance with what is commonly seen and heard from

<sup>20</sup> Al-Quran dan Terjemahannya (Bandung: SYGMA, 2009), hlm. 173.

<sup>21</sup> Ridwan Abdullah dan Muhammad Kadri, *Pendidikan Krakter Mengembangkan Krakter yang Islami* (Jakarta: Bumi Aksara, 2016), hlm. 150.

the environment. Therefore, the most important factor in forming good habits is to imitate the habits that there be.

### 3. Focus Movement of PPK

PPK is motion focuses on the structures that already exist in the national education system. There are three structures that can be used as a vehicle, lanes, and medium to the PPK, namely:

#### a. Program Structure

Program structure and a hierarchy of classes, among others, strengthening the capacity of the ecosystem of the school, the teacher.

#### b. Curriculum Structure

The structure of the Curriculum among other activities the formation of an integrated character in learning (intrakurikuler), kokurikuler, and extracurricular activities.

#### c. Activity Structure

The structure of activities, among others, a variety of programs and activities that are able to synergize the four dimensions of processing character of Ki Hajar Dewantara (sports, hockey, thought, though the flavor, and though the liver).<sup>22</sup>

### 4. The Purpose of PPK

Character education is a topic that is much discussed among education. Character education is believed to be an important aspect in

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<sup>22</sup> Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Konsep dan Pedoman Penguatan Pendidikan Karakter* (Jakarta: Kemendikbud), hlm. 12.

improving the quality of human resources (HR) due to the hardness, determines the progress of a nation.<sup>23</sup>

The purpose of strengthening character education that abbreviated PPK as follows:

- a. Construct and equip Learners as the golden generation of Indonesia Year 2045 with the soul of Pancasila education and good character in order to face the changing dynamics in the future.
- b. Developing national education platform that put character education as the main soul in organizing education for Learners with support public involvement through formal, non-formal education track, and having regard to the informal cultural diversity Indonesia.
- c. Revitalize and reinforce the potential and competence of educational personnel, educators, Students, community, and family environment in implementing the PPK.<sup>24</sup>

##### 5. Principles of PPK

Strengthening character education (PPK) is done using the following principle:

- a. Oriented the development potential of the students as a whole and integrated.
- b. Example in the implementation of character education in each of the environmental education.

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<sup>23</sup> Agus Zainal, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah* (Jogjakarta: Ar-Ruzz Media, 2012), hlm. 22.

<sup>24</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm. 4.

- c. Take place through conditioning and all the time in everyday life.<sup>25</sup>

Next character education at sekolahakan done with the lancer if in practice observing the principles of character education. Kemendiknas year 2010 gives recommendations 11 principles to realize an effective character education as follows:

- a. Promoting the basic ethical values as a base character.
- b. Identify the character in a comprehensive manner so that includes thoughts, feelings and behavior.
- c. Using a sharp proactive and effective for building character.
- d. Creating a school community that has a concern.
- e. Provide an opportunity to the students to demonstrate good behavior.
- f. Have coverage against meaningful and challenging curriculum that appreciate all learners, build their character, and help them to succeed.
- g. Aiming at the growth of self-motivated on learners.
- h. Enable the entire staff of the school as a moral community share responsibility for character education and faithful to the same basic values.
- i. The existence of moral leadership Division and extensive support in developing initiatives characters education.
- j. Enabling family and community members as partners in the business of building character.

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<sup>25</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter , Jakarta , 2017, hlm. 5.



- k. Evaluating the character of the school, the functions of the staff of the school as teachers of the characters, and positive character in the lives of learners.<sup>26</sup>

#### 6. Implementation of PPK

The Organization of the Educational Unit on line PPK is Formal education is carried out in integrated activities.<sup>27</sup>

##### a. Intrakurikuler

Intrakurikuler is a learning activity for the fulfillment of the burden of learning in the curriculum in accordance with the provisions of the legislation.<sup>28</sup> The Organization of the PPK in Intrakurikuler activities is the strengthening of the values of the character through the reinforcement of learning materials, learning methods in accordance with curriculum based on payload laws invitations.<sup>29</sup>

##### b. Kokurikuler

Kokurikuler is an activity undertaken for the strengthening, deepening, and/or enrichment activities Intrakurikuler.<sup>30</sup> The Organization of the PPK in Kokurikuler activities is the strengthening of the values of the characters carried out for deepening and/or

<sup>26</sup> Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi* (Bandung: Alfabeta, 2012), hlm. 35.

<sup>27</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm. 5.

<sup>28</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm. 3.

<sup>29</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm. 6.

<sup>30</sup> *Ibid.*, hlm. 3.

enrichment activities Intrakurikuler according the charge of the curriculum.

c. Ekstracurricular

Extracurricular activities is character development in the framework of the expansion potential, talents, interests, abilities, personality, teamwork, and self-reliance learners optimally. The Organization of the PPK in extracurricular activities is the strengthening of the values of the characters in order of expansion potential, talents, interests, abilities, personality, teamwork, and self-reliance Learners optimally.

Extracurricular activities include special activities, scientific papers, exercises his talent/interest, sports and religious activities, as well as the activities of the trust of God in accordance with the provisions of the legislation.

Religious activities can be carried out at least through the lightning, religious discourses, retreat, and/or write read Al Quran and other holy book.<sup>31</sup>

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<sup>31</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter , Jakarta , 2017, hlm. 7.

### CHAPTER III

#### RESEARCH METHOD

##### A. Approach and Research Design

This research is to know the implementation of PPK (Penguatan Pendidikan Karakter) program at Kauman State Elementary School 1 Malang. The approach in this study using a qualitative approach to this type of case studies. Because this study using study field with data obtained with various instrument are interview, observation and documentation.

This qualitative research study the perspective participant using the form of strategies that are interactive, that is by direct observation, participatory observation, in-depth interviews, documents, pictures or voice recordings and data other support continuity in this research so that getting a valid data.

This research uses descriptive qualitative approach as a type of reference in the implementation process of the research field. Because this kind of descriptive qualitative approach, data will be generated in the form of the written word as the traits that exist in qualitative research. This is a qualitative descriptive study research to describe the appropriate State in the implementation of the program the strengthening of character education at SDN Kauman 1 Malang. Then the results of such research are written or spelled out researchers in the form of narrative or description.

## B. Attedance of Research

In this study researchers acting as first instrument, as executor, the observer and at the same time collecting data. As executor of researchers to figure out the program implementation of PPK (Penguatan Pendidikan Karakter) at SDN Kauman 1 Malang. Researchers also acted as observers in observing the process of teaching and learning activities in order to shape the character of students in accordance with the PPK (Penguatan Pendidikan Karakter).

## C. Setting of the Research

The location of the research that the researcher will use as an object to obtain data or information problem and related to research. This research was conducted at the hapless SDN 1 Kauman is located in Kauman No. 1, zip code 65119. Some of the reasons researchers taking research location in the unfortunate SDN Kauman 1 are as follows:

1. 1. Malang is one of the areas that support the Organization of the PPK. The Organization of the PPK in Malang became one of monitoring and evaluation for the policy in the development and implementation of the PPK in full and independent.
2. Strengthening character education (PPK) which applied at SDN Kauman 1 Malang support program execution 5 (five) days of school. Strengthening character education is integrated with the entire activity of the KBM (teaching and learning activities) in

the SDN Kauman 1 Malang with a strengthening of the role of the principal, teachers, School Committee, parents and the community.

#### D. Schedule of Research

This research process is done in stages from determination of the title, the submission of proposals, the planning and preparation of the instrument, an instrument of research trials continued with field data collection as the core research activities. The span of time required in research that is three months, starting in April 2018 until June 2018.

#### E. Data and Data Source

Data is information which must be obtained in the research as the basis of the study description or analysis or conclusions of the research. Data is the information or material that can be relied upon for research (analysis or conclusion), for that type of data should be disclosed in this section.<sup>32</sup> As for the data collected in this research is the appropriate data with a focus research. First, data about the character education programs implemented in SDN Kauman 1 Malang. Second, the data on the process of strengthening character education (PPK) in SDN Kauman 1 Malang. Third, data about any factor inhibitor and a supporter of the process of strengthening character education at SDN Kauman 1 Malang.

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<sup>32</sup> Wahid Murni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan* (Malang: UM Press, 2008), hlm. 41.



Data obtained in research that is derived from the data source. The data source of this research include the principal, school curriculum, as well teachers at SDN Kauman 1 Malang, and some of the documents that support the research program implementation PPK (Strengthening character education) at SDN Kauman 1 Malang then from the researchers data sources data obtained an.

As for the types of data used in the study, namely the primary data and secondary data:

1. The Primary Data Sources

The primary data source is a source that provides direct data in this study. As for the definition of the primary data source is the principal who knows the main information relating to the school, the curriculum of SDN Kauman 1 as informants who know the overall information program PPK applied in all schools, and the teachers at SDN Kauman 1 Malang who are directly involved in the process of KBM (teaching and learning activities) good intrakurikuler, kokurikuler activities and extracurricular.

2. Secondary Data Source

Secondary data sources are sources of supporting data in this study. As for as the supporting data/support in this study is a document or notes during research, photographs or documentation when conducting observations/interviews/process intrakurikuler activities (KBM, kokurikuler and extracurricular)/other photographs that support the

research, documentation and study of literature relating to research at SDN Kauman 1 Malang.

#### F. Data Collection Technique

The technique of data collection is used to get the data in a research. On the research of PPK (Penguatan Pendidikan Karakter) at SDN Kauman 1 Malang choose type of qualitative research then collection of data obtained in the form of words than on numbers and must be deep, clear and specific. As described by Sugiono that data collection can be obtained from the results of observation, interviewing, documentation, and combined/triangulation.<sup>33</sup> Data collection techniques used in this research are:

##### 1. Observation

The observation is done the first time, the setting is researchers work directly onto the field with the location where the research came to SDN Kauman 1 Malang, how the selected location can support/support research in progress. Second, the participant observation are doing by doing observation of some people such as school principals, teachers and learners SDN Kauman 1 Malang. Third, the activities and interaction are directly to observe teaching and learning activities (KBM) good intrakurikuler activity kokurikuler activity, and extracurricular activities. Fourth, frequency and duration

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<sup>33</sup> Sugiono, *Metode Penelitian Kuaalitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2009), hlm. 293.

are observing and noting things that appear related to data and information needed in the research program implementation PPK during the time of the research. Fifth, factors contributing factors that become supporters as well as a barrier in the activities of PPK in intrakurikuler, kokurikuler and extracurricular activities at SDN Kauman 1 Malang.

## 2. Interview

The researchers also did a interview method. Here the researchers will interview several of the respondent or informant, including head of school, Curriculum of school, teachers, as well as document – a document that is in the SDN Kauman 1 Malang. The interview is used to dig up information relating to the following research focus:

- a. Implementation of character education program at SDN Kauman 1 Malang.
- b. The process of PPK (Penguatan Pendidikan Karakter) at SDN Kauman 1 Malang.
- c. Supporting and inhibiting factors the process of PPK at SDN Kauman 1 Malang.

First to dig up data about, 1) profile of SDN Kauman 1 Malang, 2) character education activities in SDN Kauman 1 Malang. In this activity do not use instrument interview. Before the interview done, first compiled the questions in accordance with the focus of the research that would be questionable to the informant. The interviewer

will slip in deepening questions during the interview with the aim to dig deeper about things in interview. Those questions ranging from things that are commonly leads to specific things.

Second, interview conducted by way of a while ago and the way chanced upon the informant that the selection was not done in advance, such as students, school staff, caregivers and communities surrounding SDN Kauman 1 Malang. They has a number of important information about the implementation of character education in SDN Kauman 1 Malang is examined. The second technique is a second interview was used as the supporter of the structured interview.

Set the first informant who has special ability, informative and is close to the situation who become the focus of research, besides having important status as head of the school, curriculum, and master class. they are assumed to have a lot of information about the character education that is applied SDN Kauman 1 Malang.

The next step is some teachers, school staff, learners, and caregivers are reminded by researchers to demonstrate one or more of the other informant who supposedly has the needed information, relevant, and adequate, as well as the Foundation of the informant the next. The informant who is appointed will be conducted interviews to taste, and so on so that the information obtained is increasingly complete in accordance with the objectives contained in the focus of the research.

### 3. Documentation

The use of this technique was used to complete the data obtained from the results of interview and observation to collect data which is sourced from a non human. Engineering documentation for obtaining necessary documents which include the number of teachers, teacher name, highest degree, field of study, taught a list of personnel administration, the number of learners, schedule or hours of teaching and learning activities (KBM) five school days, existing facilities and infrastructure in SDN Kauman 1 Malang. Some of the reasons why this technique used has; First, the data source is always available so easily accessible. Second, the data source documentation is a stable source of data its accuracy in describing the data of the past and present.

The documents will be analyzed include: entry profile SDN Kauman 1 Malang, the photographs become documents SDN Kauman 1 Unfortunate especially relating to character education, teaching and learning activities schedule (KBM) five school days and schedule other activities (intrakurikuler, kokurikuler, extracurricular) that is done on a daily/weekly/monthly/yearly education-related characters in the SDN Kauman 1 Malang.



## G. Data Analyze

Data analysis here is an attempt made by way of working with data, organizing data, sorting into manageable units, searching and determine patterns, determine what is important and what is learned, and decide what can be described.

Data analysis according to Patton cited Moloeng is the process of arranging the sequence data, organise into one of the patterns, categories and units of the basic description. While according to Bogdan and Taylor data analysis is the process suggested by data and as an effort to provide relief on themes and formulating ideas as suggested by data and as an effort to provide relief on such themes and ideas.<sup>34</sup>

Based on the descriptions can be explained that data analysis is the process of finding and compiling data systematically from the results of the interview, observation and documentation by way of organizing the data into categories, the outlines into unit-unit, compiled into a pattern, choose what's important and make a conclusion so easily understood by myself and others.

Miles and Huberman, suggested that activity in the analysis of qualitative data is done interactively and lasted continuously until finished. Activity in data analysis in progress and upon completion of data collection in a given period i.e. include:<sup>35</sup>

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<sup>34</sup> Sugiono, *Metode Penelitian Kuaalitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2009), hlm. 240.

<sup>35</sup> Sugiono, *Metode Penelitian Kuaalitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2009), hlm. 171.

a. Reduction of Data

Reduction of data means to encapsulate, choose things that are a staple and focus the things that are important, look for themes and pattern then dispose of unnecessary, and organizing the data such that the final conclusion and verified.

Reduction of data persisted during the research underway. Researchers gather all research results in the form of interviews, photographs, school documents, as well as other important notes relating to the strengthening of character education at SDN Kauman 1 Malang. Next the researchers select the important data and compiled in a systematic and streamlined.

Data is already simplified next presented with a description of the way in the form of narrative data exposure. Thus can the conclusions of research findings while that form indicators strengthening character education (PPK) in SDN Kauman 1 Malang.

b. Display of Data

After the data is reduced, then the next step is to present the data. By presenting the data in a form that is clearly evident in uncovering the PPK (Strengthening character education) in SDN Kauman 1 Malang then it will make it easier to understand what is happening, the next work plan based on what has been understood such.

### c. Conclusion

The conclusion expressed in the beginning is still temporary, then verify by looking for a deeper data by studying the data has been collected.

Conclusion carried out continuously throughout the research process to take place, i.e. at the beginning of research research in SDN Kauman 1 Malang and during the process of data collection. With increasing data through continuous verification will be obtained conclusions are thorough. Thus, the researcher performs continuous conclusion regarding PPK (Strengthening character education) in the unfortunate 1 Kauman SDN will conclusion is thoroughly.

### H. Validity of Data

Data obtained from the research have a high credibility and can scientifically accountable, then the researchers checked the validity of the data. As for the steps taken is a triangulation of data sources) and data collection techniques, triangulasi b) checking of data and c) discussion of the associate.

Triangulation of data sources is performed by comparing the information obtained from interviews, observation, and documentation. For example, researchers compared the results of interviews with key informants (principal, Co. curriculum, teachers at SDN Kauman 1 Malang) and key informant non like teachers are not fixed, the

staff/employees, students, caregivers. As for the triangulation of methods researchers i.e. compare between observation results with the results of an interview or with documentation.

Another technique that is used to check the validity of the data in this study is checking a member (the member check). Member checking done by researchers came to every informant and shows the results of the interview and observation data including the results of the interpretations of researchers. The informant asked to re-read, comment, add or subtract when deemed necessary.

In addition to checking and triangulation techniques members, researchers also use techniques to examine the validity of peer discussions of data. This technique is performed either by people who have experience in qualitative research. This discussion is intended to find out the level of data, are too narrow or too wide, is it relevant to the focus of the research or not.

## I. Procedure of Research

This research procedure there are three stages and the last stage of research coupled with that is the stage of report writing research results.

The stages of research are as follows:

### 1. Pre Court Stage

#### a. Drafting Research

At this stage the first writers compose proposals for research presented to the Faculty of Tarbiyah and Teaching Learning, Maulana Malik Ibrahim State Islamic University Malang. Before following the proposal of the study, researchers surveyed the location in SDN Kauman 1 Malang.

b. Manage Licensi

The next process is the researchers take care of permissions, both licensing and licensing of research in this place is at SDN Kauman 1 Malang.

c. Assessing the state of the pitch

After doing an exam and thesis proposal declared then researchers began to plunge into the field to conduct and assess field. This is done so that the researchers further understand will condition the hapless SDN Kauman 1 Malang.

d. Selecting information

At this stage the researcher choose some informants will be used as a resource to supplement the research data.

2. Setting Research Equipment and Question.

The next step is a researcher preparing equipment and researchers to facilitate the data-the data to be examined. Among them are: questions for the interview, pens, paper, camera, and other tools that can support in research.



### 3. Stage Work

#### a. Data Collection

- 1) Direct Observation) and extract the data from the field.
- 2) Documentation of all activities strengthening character education at SDN Kauman 1 Malang.
- 3) Interview with the principal of SDN Kauman 1 Malang as an informant is because the principal is the top leadership in schools and is considered capable and know the ins and outs of school-related information.
- 4) Interview with the Coordinator of the curriculum as the hapless SDN Kauman 1 informants because the overall program PPK (Penguataan Pendidikan Karakter) that are applied in the school.
- 5) Interviews with teachers SDN Kauman 1 Poor to know the process of program integrated with KBM PPK (Strengthening character education).

#### b. Identification of Data

Data is already collected from observations, interviews and documentation on identify in order to make it easier for researchers in analyzing compliance with the desired goals.

#### c. Final Stage of Research

- 1) Presents a descriptive form data.

- 2) After data collected so researchers presents that data in the form of descriptions. These data are the result of research at SDN Kauman 1Malang.
- 3) Analyze data in accordance with the objectives to be achieved.
- d. Analyze the Result of the Research

In this stage the author presents all data acquired as well as the ultimate goal in research.



## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDING

#### A. Exposure Data

##### 1. Description of the Research Object

###### a. Profile SDN Kauman 1 Malang

According to a study and Guideline PPK (Ministry of education and culture of the Republic of Indonesia: 2016) that the XXI century is marked by a variety of fundamental change that is paradigmatic. In addition to reforms at the end of XX century, Indonesia entered the XXI century with system state, Government, civic and even the new culture. For example, the orientation of the development of a new, decentralized, autonomous region, and democracy as well as the demographic bonus.

In connection with that, the joints of national education Indonesia needs to be reorganized or transformed in such a way so that the national education Indonesia increasingly willing to contribute to the progress and advancement of Indonesia in the XXI century who are already experiencing the most paradigmatic fundamental change as has already been mentioned above.

Reordering or transformation of national education Indonesia can be started by placing a return character as the spirit

or the deepest dimension of national education side by side with the intellect that is reflected in competence. With a strong character-paced with a high competence, generated by a good education, the various needs, challenges, and new demands mentioned above can be met or overcome.

SDN Kauman 1 Malang as spearhead the implementation of the basic education program, then compulsory activities, implementation of MBS, the fulfillment of the SPM responded positively so that the Organization of the basic education program can be true – true realized, either number or quality of. Therefore, all activities in SD Negeri Kauman 1 should also be directed to support the strengthening of character education (PPK) as mandated by the regulation of the Minister of education and culture of the Republic of Indonesia.

In addition, SDN Kauman 1 Malang has been appointed by the Office of education of Malang as the pilot school Program execution PPK, hence needs improvement and increased activities to fit the purpose and goal of character education.

#### b. Legal Basis

The legal basis of the Organization of the school and the program are:

- 1) The cornerstone of the Juridical : Pancasila and the 1945 Constitution

2) Constitutional grounding :

- a) UU no. 25 of 2004 on the National Planning System Development.
- b) UU no. 20 of 2003 on National Education System.
- c) Government Regulation No. 19 Year 2005 on National Education Standards.
- d) Government Regulation No. 66 Year 2010 on Implementation Guidelines for Management Education.
- e) Permendiknas 19 Year 2007 on the Management Standards Unit of Education by Primary and Secondary Education.
- f) Permendiknas 15 Year 2010 on Minimum Service Standards.
- g) Permendiknas 37 Year 2010 on Technical Guidelines for Use of School Operational Assistance (BOS) in 2011 as well as the Ministry of National Education Strategic Plan 2010-2014.

c. Aim

Strengthening character education Program plan drawn up with the aim of:

- 1) Devise appropriate school activities to realize the vision and mission of the school.



- 2) Develop the potential of students belonging to schools through extracurricular activities by following the race the sub districts, cities and provinces.
  - 3) Develop the potential teacher training-training was inviting.
  - 4) Optimizing education through funds of the boss.
  - 5) Set the stage of implementation of the activities (programs) from each school development plan which corresponds to the strengthening of character education.
  - 6) Improving and developing infrastructure for the enhancement of the quality of the school.
  - 7) Increase utilization of the potential of human resources through programs that either short term or long term.
  - 8) Enhance the skills of the students through the learning of IT (computer and internet).
  - 9) Enhance the achievements of the students both in academic and non academic field.
  - 10) Increase the default value of graduation.
- d. The vision, Mission and Objectives of the School

SDN Kauman 1 Malang as elementary schools are public schools is the flagship educational institution carrying out the mandate to achieve and support the vision and mission of national education as well as education in the city of Malang. Therefore the SDN Kauman 1 Malang needs to have a vision and mission of the

school. With the vision and mission of this school can be used as footing to act in achieving the educational goals which aspired to. Following are propounded a vision, mission, and educational objectives of the SDN Kauman 1 Malang:

1) Vission

The realization of learners who are intelligent, superior, and cares for the environment.

2) Mission

- a) Increase the faith and devotion towards God Almighty, as well as adopting noble (intelligent spiritual/liver sporting).
- b) Raise awareness and insight in the life of society, a nation, a country (intelligent social/sporting sense).
- c) Instilling habits of thinking and behaving critical scientific, creative and self-sufficient (intellectual/intelligent though thought).
- d) Increases the ability to express and the case of beauty and harmony (intelligent emotionally).
- e) Increases the potential physical and instill sportsmanship, as well as the consciousness of clean and healthy life (intelligent kinesthetic).
- f) Organizes an active learning, innovative, creative, effective, and fun.

- g) Enhancing the professionalism of principals, teachers, and educational personnel.
  - h) Produces graduates who are qualified and insightful nationality.
  - i) Create a school environment clean and beautiful as a learning resource.
  - j) Hygiene habits to cultivate and preserve the environment.
  - k) Prevent the occurrence of environmental pollution as well as principled life 5R (Reduce, Reuse, Recycle, Replace, and Replant).
- e. Resources Support Schools
- Overview of the State of the school (school profile) within the last four years can be expressed as follows:

**Figure 4.1**  
**Figure Of School Identity**

<b>Identitas Sekolah</b>	
1. Nama Sekolah	: SD PEMBINA KAUMAN 1 MALANG
2. Nomor Statistik Sekolah	: 101056101036
3. Alamat Sekolah	
a. Jalan	: KAUMAN NO. 1
b. Desa/Kelurahan	: KAUMAN
c. Kecamatan	: KLOJEN
d. Kabupaten/Kota	: KOTA MALANG
e. Propinsi	: JAWA TIMUR
f. Kode Pos	: 65119
g. Telepon/Fax	: (0341) 363427 Faks. (0341) 363438
h. e-mail	: <a href="mailto:Sdnkauman1malang@gmail.com">Sdnkauman1malang@gmail.com</a>
i. Website	: <a href="http://www.sdnkauman1-malang.sch.id">www.sdnkauman1-malang.sch.id</a>
j. Akreditasi	: “ A “
4. Kepala Sekolah	
a. Nama *	: Dra. ANITA ROSEMARIA, M.Pd.
b. Telepon Rumah	: 0341-721140
c. HP	: 08125253963
d. e mail	: <a href="mailto:boenda_anita@yahoo.co.id">boenda_anita@yahoo.co.id</a>

f. The Student Data

The last four years of student data:

**Figure 4.2**

**The last four years of student data**

Kelas	Tahun Ajaran 2013/2014		Tahun Ajaran 2014/2015		Tahun Ajaran 2015/2016		Tahun Ajaran 2016/2017	
	$\Sigma$ Siswa	$\Sigma$ Rombel	$\Sigma$ Siswa	$\Sigma$ Rombel	$\Sigma$ Siswa	$\Sigma$ Rombel	$\Sigma$ Siswa	$\Sigma$ Rombel
<b>Kelas I</b>	123	4	96	3	97	3	94	3
<b>Kelas II</b>	92	3	92	4	96	3	94	3
<b>Kelas III</b>	85	3	85	3	112	4	95	3
<b>Kelas IV</b>	92	3	91	3	88	3	117	4
<b>Kelas V</b>	86	3	86	3	86	3	89	3
<b>Kelas VI</b>	89	3	89	3	93	3	84	3
<b>Jumlah</b>	<b>567</b>	<b>19</b>	<b>539</b>	<b>19</b>	<b>573</b>	<b>19</b>	<b>573</b>	<b>19</b>

g. Data educators and Educational Personnel

Educators and educational power existing in SD Pembina

Kauman 1 Malang consists of:

**Table 4.1**  
**Educators and Educational Data**

<b>Uraian</b>	<b>(PNS)</b>	<b>GTT/PTT</b>	<b>Lain-lain</b>	<b>Jumlah</b>
Kepala Sekolah	1			1
Guru	20	10		30
Tata Usaha		2		2
Tenaga Perpustakaan		1		
Penjaga sekolah	1	4		5
Jumlah				38

h. Data Infrastructure School

Infrastructure and facilities owned by the school, among others:

Land status : Country

Land area : 3139 m<sup>2</sup>

Building area :

Classroom : 19 rooms @ 56 m<sup>2</sup>

Space Science and Math Lab : 1 room 25 m<sup>2</sup>

Computer Lab space : 1 room 49 m<sup>2</sup>

Teacher's room : 1 room 62 m<sup>2</sup>

Principal's office : 1 room 48 m<sup>2</sup>

Library room : 1 room 62, 5 m<sup>2</sup>





Space Scout	: 1 room 56 m <sup>2</sup>
Administration room	: 1 room 27 m <sup>2</sup>
Hall	: 1 space 170 m <sup>2</sup>
Infirmary	: 1 room 12 m <sup>2</sup>
School Canteens	: 5 space @ 25m <sup>2</sup>
Space Mosque	: 1 room 10 m <sup>2</sup>
Warehouse space	: 2 space @ 25m <sup>2</sup>
Kitchen space	: 1 room 25 m <sup>2</sup>
Space Language	: 1 room 56 m <sup>2</sup>
Guard post	: 1 room 22, 5 m2
Bathrooms students	: 17 space 107 m <sup>2</sup>
Bathrooms teacher	: 3 room @ 12, 5 m2
Guardroom school	: 1 room 18 m <sup>2</sup>
KKG space	: 1 room 56 m <sup>2</sup>
Committee room	: 1 room 30 m <sup>2</sup>
Space Cooperation	: 1 room 20 m <sup>2</sup>

## 2. Character Education Program

Based on data obtained through interviews of researchers, observation and documentation of obtained data about the character education programs in SDN Kauman 1 Malang. Character education program that is in SDN Kauman 1 is done through conditioning on daily activities. As for some of the school's flagship programs namely

character education implemented in the process of daily in schools. Implementation in daily activities in the important role of the school itself. It is like the one delivered by Mrs. Ratna Nur Kumalasari, S.Pd as Co. Curriculum:

“ Peran sekolah ya sangat besar untuk mengembangkan karakter, apalagi kita kan PPK programnya. Dengan program itu kita dapat menumbuhkan karakter anak, tapi untuk kelas rendah itu harus mencontoh dahulu. Jadi, bapak ibu guru beserta karyawan mencontohkan satu misalnya religius. Karakter religi itu kalau sholat duhur waktunya sholat kita langsung sholat. Kalau untuk kelas tinggi aspek religi lebih tingkatannya lebih luas lagi ada sholat dhuha, sholat duhur dan sholat asar berjamaah itu. Lalu, kalau jumat bersih itu, kita ada jumat bersih peduli lingkungan mulai dari kelas 1 sampai kelas 6, bapak ibu guru juga ikut.”<sup>36</sup>

The explanation above, shows that the role of the character in the formation of school students is enormous. Because it fosters each student's character at that. Thus a character education program conducted through conditioning daily activities. Conditioning is also not only to students, but teachers and every citizen schools also do conditioning. Conditioning starts with a exemplifying, so that students can follow the conditioning-conditioning positive especially for grade one and two the very need to develop characters by emulating first.

Based on observations in field researchers on April 25, 2018, character education through religious conditioning. On religious conditioning namely prayer together through audio before learning activities. Grade one to grade six simultaneously pray together in their

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<sup>36</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

respective classes accompanied by a teacher's class. Continue reading the letters short OF Al-Quran correspond to grade levels. Dhuha prayer in congregation 3-6 class in the hall of the school, as the school's mosque. Duhur Prayer in congregation ranging from class 1-6, class one and two carry out prayers in each class and priests from the sixth grade and is already scheduled, whereas classes three to sixth grade in Congregation in the hall of the school. Asar prayers in Congregation for the class 4-6, and prayer together before returning home.<sup>37</sup>

Then the activities of 5 S (senyum, sapa, salam, sopan, santun), such as field observations carried out every morning at the gate of the school. Teachers welcomed the arrival of the students. Each student is greeting and kissing the hands of teachers. 5 S activity done during his time in school, when students meet with teachers say the greeting, greet, and be polite and mannered against teachers. Students are also taught to do 5 S to all teachers, not just to teachers who teach it. This is done by constantly conditioning especially for low grade who need a lot of follow/emulate. With any observations made by researchers also explained that every morning in gate of the school.<sup>38</sup>

Conditioning in the value of nationalism that is sang Indonesia Raya and mandatory national anthem before learning activities begin. Singing in the area before the learning activity is terminated. So also

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<sup>37</sup> Observasi pada tanggal 25 April 2018 di SD Negeri Kauman 1 Malang.

<sup>38</sup> Observasi pada tanggal 25 April 2018 di SD Negeri Kauman 1 Malang.

with the conditioning aspect, such as working with mutual service, cleaning the classroom at the time pickets class. Then the standalone value when the student is responsible for himself/herself, e.g. wudlu own, took care of books and school supplies on her desk and clinch mukena after doing prayers.

As a result of observation on April 25, 2018, every morning after prayers and read surah Quran students sang Indonesia Raya song and Mandatory nationwide. Each student gets a turn at forward in the future to lead a class friends sing. In addition to showing the attitude of nationalism also shows a brave and responsible.

**Table 4.2**  
**Conditioning is Done Everyday**

No.	Conditioning
1.	5 S (Senyum, Saa, Salam, Sopan dan Santun) in front of the school gate
2.	Prayer together through the audio before learning activities
3.	Reading Mail - Mail Options Short (Juz Amma)
4.	Sing Indonesia Raya and the national anthem before starting learning activities
5.	15 Minutes Reading or Storytelling
6.	Dhuha prayer (Grades 3-6)
7.	Dhuhur prayer in congregation (Grades 1-6)
8.	Asarr prayer in congregation (Grades 4-6)
9.	Sing folk songs before ending learning activities
10.	Prayer together before return

Second, conditioning is done once a week. The Flag ceremony held every Monday, every Memorial Day State and every major environmental warning. Then the conversation every Thursday,

pacelathon Boso Jowo every Wednesday, Asmaul Husna Friday Prayers congregation Friday, clean the mosque Jami ' Hapless. It is also submitted by Bu Novi as organizer of the PPK and the grade 5 teacher.

“ Banyak!. Penguatan pendidikan karakternya banyak mbak. Pagi dari pacelaton pagi, kemudian ada conversation, kemudian setiap pagi menyanyikan lagu Indonesia raya nasionalismenya, kemudian sholat duhur religiusnya, kemudian kerjasama yang dilakukan dengan anak-anak piket dan diskusi kelompok begini, hari jumat ada kegiatan jumat bersih itu dikerjasamanya. Kemudian insyaallah terpenuhi yang lainnya”.<sup>39</sup>

The results of the interview were also strengthened by observations of researchers for one week, starting on April 25, 2018 conditioning program that schools have done once a week. Including ceremonial flags, flag ceremonies are conducted every Monday and carried in turn. Between the even and odd class because the school less spacious if not done in random. Then, before entering the classroom there are activities for 15 minutes every day. Including Conversation every Tuesday, all of the students lined up in front of each class and do English conversation using the manual conversation from school. Pacelathon Boso Javanese every Wednesday, all of the students lined up in front of class each and pacelathon Boso jowo book using from school. The reading of the Asma al Husna Thursdays processed respectively. Friday Clean every Friday. Friday clean done by all the citizens of the school, good students, teachers, and employees of the

<sup>39</sup> Wawancara dengan Bu Novi, S.Pd selaku penyelenggara PPK dan guru kelas 5 di SD Negeri Kauman 1 pada tanggal 27 April 2018



school. Every Friday there are also Charity Friday gathered in each class.<sup>40</sup>

**Table 4.3**  
**Conditioning one week once**

No.	habitation	Execution time
1.	Flag ceremony	<ul style="list-style-type: none"> <li>• Every Monday</li> <li>• Every great day warning state</li> <li>• Every memorial day environment</li> </ul>
2.	15 Minutes in English (Conversation)	Every Tuesday
3.	15 Minutes Pacelathon Boso Jowo	Every Wednesday
4.	Readings Asmaul Husna	Every Thursday
5.	Friday activities Net	Every Friday
6.	Amal Friday	
7.	Friday prayers in congregation in the Masjid Jami 'Malang	
8.	Ladies	

When a school has some of the character education program started from the conditioning that performed daily, then conditioning which is done once a week. The school must have a superior program of all the program. Based on my interview with Co. Curriculum Bu Ratna Nur Kumala sari, S.Pd:

“ Progam unggulan kita itu sudah berjalan tiga tahun ini Ummi. Ummi ini adalah metode mengaji yang dulunya Iqro’ sekarang Ummi. Itu kita bekerjasama dengan Ummi Foundation. Jadi mulai kelas satu sampai dengan kelas enam itu kita buat jadwal, itu termasuk ekskul tetapi yang wajib dan terjadwal semuanya wajib mengikuti”.<sup>41</sup>

<sup>40</sup> Observasi mulai pada tanggal 25 April 2018 di SD Negeri Kauman 1 Malang.

<sup>41</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

“ Program unggulan karena kita dasarnya adalah religinya harus kuat, dan salah satunya itu mengaji. Mengaji itu tidak semua anak disini mengaji dirumah, jenengan tau sendiri disini lingkungannya menengah keatas yang banyak. Nah, kebanyakan orang tua itu sibuk. Jadi tidak sempat mengajikan anaknya, atau tidak ada tempat mengaji dan itu yang kita ambil. Jadi dari kita beri dasar itu, kita mengharapkan karakter mereka akan mengikuti semuanya”.<sup>42</sup>

Based on the results of the interview above, then the school's flagship program on the formation of children's character i.e. Ummi who has been running for three years until now. Ummi method is one method of learning to read the Quran. Program learning to read the Quran with methods based on this in Ummi characters religiously a child it should be strong. Because not all students could recite the learning to read Quran or study at home. Family background are busy at work because of economic factors over the medium and the environmental factors as well. So the existence of this program Ummi is exkul which is mandatory by all students.

Based on interviews, observation and documentation obtained findings that character education programs in SDN Kauman1 Malang is done through conditioning. Starting from conditioning is done day such as, praying before lessons, sang the national anthem Indonesia Raya and, pray in congregation, and apply 5 S (Senyum, Sapa, Salam, Sopan dan Santun). Then conditioning conducted one time in a week, as the flag ceremony every Monday, conversation every Tuesday, Pacelathon Boso Jowo every Wednesday, read Asmaul husna on

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<sup>42</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

Thursdays, and Friday the net every Friday. In addition there are also the flagship program of conditioning in character education program that is a Ummi has teamed up with Ummi Foundation in practice.

### 3. Implementation of the PPK

The implementation of activities Strengthening character education (PPK) which was held in SDN Kauman 1 Malang adopted from the technical instructions have been issued by the Ministry of education and culture and adapted to National activities in the school. Activities that are integrated with the activities of Intrakurikuler, Kokurikuler and extracurricular activities. Based on my interview with Co. Curriculum that is Mrs. Ratna Nur Kumalasari, S.Pd:

“ Kalau nilai nasionalisme, tanggung jawab, kedisiplinan itu masuk dalam rpp. RPP kita itu sudah ada yang berPPK karena kita masih awal, jadi kita memulai untuk membuat rpp yang berPPK/ includ dengan PPK. Jadi disitu misalnya kalau kelas satu, tema 1 TB1 Subtema 1 kan biasanya hari Senin itu pelajarannya PKN, Bahasa Indonesia sama SBdP. Nah di pkn itu pasti ada penanaman moral, sikap, kerja sama. Nanti di BI bisa diskusi kelompok itu bisa diterapkan. Itu contohnya kalau karakter masuk di RPP”.<sup>43</sup>

The interview explains that PPK has been integrated in the teaching and learning activities (KBM). PPK integrated with KBM is an activity that goes in the Intrakurikuler school. Meet the 5 characters that are contained in the implementation of the strengthening nationalist character education, mutual, integrity, independent and religious. For example the nationalist in the presence of moral

<sup>43</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

cultivation PKn lessons, attitude and teamwork. Then another example in the Indonesian Language lessons with a group discussion is an apply the value of cooperation.

Supported by observations of the researchers, teaching and learning activities that integrate with strengthening character education that is contained in the RPP that are PPK. The point is, the learning activities which already contained the value value value characters such as religious, nationalist values, the value of independent, mutual value and the value of integrity. The value of independent students can complete tasks in accordance with the themes and subjects in each grade. In the lesson there is moral and planter PKn good behavior, Indonesia language subjects, students discuss together demonstrate teamwork and be able to cooperate with his colleagues.<sup>44</sup>

In addition to the implementation of the PPK that integrates with RPP, Pengautan character education in SDN Kauman 1 Malang is also the theme of self-employment that is implemented every single month.

“ Programnya yang terlihat yaa itu di rpp, sudah masuk dalam pembelajaran. Kemudian tiap bulan kita itu ada PPK. PPK kita mengangkat tema wirausaha yang satu bulan sekali diminggu kedua itu salah satunya. Mengangkat wirausaha, wirausaha itu kita fokuskan pada kelas tinggi 4,5,6 untuk kelas 1,2,3 kita masih penerapan belum pengembangan. Mengikuti tema yang ada dibuku masing-masing.” “ Dalam wirausaha itu kita banyak nilai, banyak nilai karakter yang ada. pertama jujur, jual beli kan harus jujur. Kedua kerja sama tim, meraka kan tidak berjualan sendiri-sendiri jadi harus ada tim kekopmpakan mereka. Kemudian peduli, peduli

<sup>44</sup> Observasi mulai pada tanggal 25 April 2018 di SD Negeri Kauman 1 Malang.



terhadap teman-temannya, kan tidak semua dari kalangan menengah ke atas ada yang kebawah, jadi saling simpati dan empati”.<sup>45</sup>

Interview with Mrs. Ratna Nur Kumalasari, S.Pd above explains that PPK implemented every day which is already integrated in the RPP. In addition, every single month character education reinforcement program (PPK) in SDN Kauman 1 theme of self-employment. Self-employment is held every second week on Saturday. This activity is devoted to class 4 5 6 and followed by all the citizens of the school. It is similar to that delivered by Mrs. Djani Rima Widjaja, s. Pd as the organizer of strengthening character education (PPK) and master class 2:

“ Kalau pelaksanaannya itu sehari-harinya ya seperti itu tadi. Setelah pembelajaran sholat duhur kemudian didalam kelas dengan guru kelas masing-masing. Cuma disini ada setiap satu bulan sekali minggu kedua itu anak-anak diajari untuk wirausaha. Wirausaha itu untuk kelas tinggi, kelas 4-6. Untuk kelas rendah belum ada wirausaha, tetapi ada kegiatan sendiri sesuai dengan tema yang mereka pelajari. Maksudnya bukan materi ya mbak, lebih pada keterampilan. Jadi, disetiap tema itu ada keterampilan. Itukan disepakati karena kita ada tiga jenjang/ 3 rombe jadi disepakati untuk membuat apa itu untuk kelas kecil. Jadi nanti kelas 1,2,3 sudah beda karena bukunya juga berbeda. Nanti untuk kelas 4,5,6 itu ada wirausaha. Wirausaha itu yang diharapkan mereka memiliki ketelitian, meraka kan berjualan wirausaha itu. Berjualan makanan dan minuman sebelum mereka berjualan mereka promosi ke kelas-kelas, makanan apa yang akan mereka jual. Yaa kalau sudah waktunya anak-anak keluar untuk membeli. Nah, jadi di sini ada wirausaha mbak dalam PPK ini”.<sup>46</sup>

Based on interview considered self-employment activities above the PPK is carried out every once a month on the second week on

<sup>45</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

<sup>46</sup> Wawancara dengan Bu Jani Rima Widjaja, S.Pd selaku penyelenggara PPK dan guru kelas 2 di SD Negeri Kauman 1 pada tanggal 27 April 2018



Saturday. Entrepreneurial activity is devoted to class 4 5 6 in the implementation. Conducted in accordance with the schedule of each cycle through the grade levels. for example a class four months of February, March and the fifth grade sixth grade in April. Entrepreneurial activity can be said to be an existing page of bazar school SDN Kauman 1 Malang.

As for class 1 2 3 have skills activities according to the theme of each class. Before following the entrepreneurial activities of high class, low class owning the project skills such as making crafts from night ata playdough, then make the craft of bottles, coloring and activity skills skills adjusted with the theme.

Based on the results of observation conducted in field, implementation of programs that do it namely PPK entrepreneurial every month on the second Saturday and Sunday was carried out by high class. High class from class 4 5 and 6. Each class take turns being the executor in entrepreneurial activities. The activity of selling a variety of food and drinks. Drinks, snacks and meals. Done in groups, each group divided by the class teacher gulas and agreed what a yag will be sold later.

Started buying and selling began at 9 because of low grade still exists the project skills. The skills of the project in accordance with the existing theme, afterwards follow the entrepreneurial activity as

consumers. So when the class activities 1 2 3 skills, 4 5 6 graders who served as executor of doing promotion to class and prepare everything for sale. Nine o'clock exactly initiated activities.<sup>47</sup> The event was attended by all the citizens of the school as presented by Mrs. Djani Rima Widjaja, S.Pd:

“ Kalau kewirausahaan semua yang mengikuti, semua warga sekolah termasuk bapak ibu guru, karyawan semua disitu. Kalau wali murid tidak ikut, hanya membantu dalam proses pembuatan kue atau minuman tadi”.<sup>48</sup>

The results are expected in the entrepreneurial activity: first as an example when you finish the promotion of processed, students asked his class teacher's signature as proof he's been ship/advertise in the class. Will show honest and confident attitude. These activities are carried out to the students the more positive character, and is expected to have a complex value in character education, such as courage, responsibility was delegated, honesty, cooperation, and enthusiastically join in the activities. The expected positive character though admittedly in a long period of time or indirectly, but will any changes towards the positive. All these activities can not run well if the absence of the support of all citizens of the school.

Based on the interviews, observation and documentation obtained findings that exercise of strengthening character education (PPK) in

<sup>47</sup> Data Observasi lapangan di SD Negeri Kauman 1 Malang.

<sup>48</sup> Wawancara dengan Bu Jani Rima Widjaja, S.Pd selaku penyelenggara PPK dan guru kelas 2 di SD Negeri Kauman 1 pada tanggal 25 Mei 2018

SDN Kauman 1 Malang implemented adopted from the technical instructions have been issued by the Ministry of education and National culture and adapted to the activities at the school. Activities that are integrated with the activities of Intrakurikuler, Kokurikuler and extracurricular activities. Teaching and learning activities that are integrated with the PPK i.e. RPP that contains the PPK. Then the activities of the PPK in SDN Kauman 1 Malang have the entrepreneurial theme devoted to high class, low class 4 5 6 class and have skills activities according to the theme of each. All activities in the implementation of strengthening character education (PPK) in order to meet the 5 characters that are contained in the implementation of the strengthening nationalist character education, mutual, integrity, independent and religious.

#### 4. Supporting and Inhibiting Factors

##### a. Supporting Factors

Based on my interviews with Mrs. Novi executor PPK obtained information that some of the things that becomes a supporting factor in the process of strengthening character education that is the existence of a shared commitment between principals, teachers, School Committee, parents, pupils and the local community together with stakeholders in program implementation efforts strengthening character education (PPK). Then educators who have been able to carry out the activities of the

PPK in accordance with the technical instructions from the Ministry. As the following data:

“ Kalau faktor pendukungnya banyak ya. Dengan adanya dukungan dari pemerintah, guru, kemudian orangtua/ wali murid, kemudian tokoh masyarakat yang ada. Contohnya dukungan dari orangtua adanya sholat duhur berjamaah, orang tua memberikan dukungan dengan membelikan karpet. Paguyuban bekerjasama untuk membelikan karpet, mereka bekerja sama untuk membersihkan lingkungan sekolah. Bekerjasama dengan paguyuban untuk membersihkan kelas untuk anak-anak. Luar biasa yaa dukungan mereka. Juga ada sosialisasi dari program program PPK. Dari masyarakat sekitar kita kan ada bekerjasama dengan Polisi kemudian Satpol PP yang ada dalam bekerjasama. Jadi antara BMN mereka sosialisasi terhadap sekolah dalam kerjasama. Penekanannya kalau programnya baik kan mereka mendukung dan pelaksanaan baik”.<sup>49</sup>

Facilities and infrastructure are adequate also became a factor in the implementation of programmes supporting the strengthening of character education at SDN Kauman 1 Malang. Such as classrooms, a Hall, the school, the mosque where she did all the good character education strengthening programme activity intrakurikuler, kokurikuler and extracurricular activities. As delivered by Mrs. Ratna Nur Kumalasari, S.Pd:

“ Sarana dan prasarana kita bagus, cukup lengkap, baik. Kita dalam kelas ada LCD, CCTV. Kalau lingkungan kita meski sempit tetapi lumayanlah. Untuk penanaman karakter misalnya di jumat bersih kan anak anak bersih-bersih lingkungan. Anak anak kita kelompokkan ada POKJA masing masing seperti itu. Sudah mengetahui mana lingkungan yang akan dibersihkan, tugasnya apa sudah tau. nah itu salah satu contoh sarana dan prasarana kita. Kita

<sup>49</sup> Wawancara dengan Bu Novi, S.Pd selaku penyelenggara PPK dan guru kelas 5SD Negeri Kauman 1 pada tanggal 27 April 2018

juga punya apa itu, pencacah sampah untuk kompos (komposting) nah itu untuk menanamkan anak untuk peduli terhadap lingkungan, mandiri, bisa bekerja sama, keingin tahuan, kreatifnya, mengasah kemampuan anak-anak juga bisa. Ada tim karena tidak bisa dikerjakan sendiri harus bersama sama”.<sup>50</sup>

The results of the interview are amplified with observations directly to the place of research. The State or school environment greatly influences in the implementation of the strengthening of character education, because an adequate infrastructure and be an important factor or factor supporters. School environment are observed, clean and neat. Many other trees and plants grow well maintained. Classrooms that provide whiteboard, LCD, Speaker, bench classes and other facilities. The existence of the Hall, a small mosque, school, cafeteria, laboratories, infirmary, library, bathroom and many other facilities.<sup>51</sup>

Based on that data, the factors supporting the implementation of strengthening character education at SDN Kauman 1 Unfortunate look good, in terms of infrastructure, the environment and the citizens of the school and parents of students involved to achieve the results desired.

#### b. Inhibiting Factors

Some of the things that becomes a factor in restricting the implementation of character education strengthening programs is

<sup>50</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

<sup>51</sup> Data Observasi lapangan di SD Negeri Kauman 1 Malang.



the first, need for coaching or workshops for educators to enhance their ability in using models learning that integrates with the charge character education. As well as the need to be made independent learning modules that include character education.

Then the need for conditioning for students in adjusting the time home school is longer than usual. Low grade or grade 1, 2, 3 go home at 13.00/ dhuhur after prayers. And high class i.e. grades 4, 5, 6 home at 15:00/afternoon. Because the activity until the late afternoon will drain a lot of power and require conditioning. As delivered by Mrs. Novi S.Pd:

“ Kalau penghambat Insyaallah kecil sekali. Jadi, penghambat dari PPK ini fisik anak anak yak an harus kuat karena pulangnya sore. Kemudian ya itu tadi karena kegiatan sampai sore hari otomatis istirahat anak jadi tersitnah itu kalau mereka tidak bisa melaksanakan dengan baik kan jadi menghambat pelaksanaan kegiatan yang ada”.<sup>52</sup>

The discussion program PPK, based on studies from the beginning as well as the calculation of student learning in accordance with the curriculum of 2013, then it can be considered a few things as follows:

- a. Educators and educational personnel are now able to carry out the activities of the PPK in accordance with the technical instructions from the Ministry, but haven't been able to optimize the activities of the PPK in detail, still need to be coordination with all items.

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<sup>52</sup> Wawancara dengan Bu Novi, S.Pd selaku penyelenggara PPK dan guru kelas 5 di SD Negeri Kauman 1 pada tanggal 27 April 2018

- b. Infrastructure and facilities adequate, but there are still many activities that use space together, necessitating the use of Setup, the addition and improvement of space activities.
- c. Need for coaching or workshops for educators to enhance capabilities in the use of learning models that integrate with the charge character education.
- d. Self-contained learning modules need to be made containing the character education.
- e. Need to familiarize the matter composing the HOTS (Higher Order Thinking Skills) so that students have the reasoning and analysis of reserved.
- f. Need to refine and adjust the Curriculum document unit level education (KTSP) to fit the PPK program.
- g. Need for empowering the role of the school Committee in empowering parents as part of character education.<sup>53</sup>

Based on the above documentation that in order for the implementation of the program of Strengthening character education (PPK) running in accordance with the expected results, the need for preparations which are more mature and lack refinement in terms of any such that had been presented earlier.

## B. Research Finding

### 1. Character Education Program

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<sup>53</sup> Dokumentasi Profil sekolah SD Negeri Kauman 1 Malang.

Based on interviews, observation and documentation obtained findings that character education programs in SDN Kauman 1 Malang. Program of character education are there in SDN Kauman 1 Malang is done through conditioning on daily activities. As for some of the school's flagship programs namely character education implemented in everyday processes.

The first conditioning is done on a daily basis such as through conditioning like 5 S (Senyum, Sapa, Salam, Sopan dan Santun). Conditioning 5 S it teaches children to always smile and greet each other when meeting with his mother, father and teacher of all the citizens of the school. Be polite and courteous as well as greeting to all father teacher never taught them though.

On religious conditioning namely prayer together through audio learning activities before and read letters short options (Juz Amma), Dhuha Prayer for class 3-6, pray in congregation Dhuhur ranging from class 1-6, Ashar Prayers in Congregation for the class 4-6, and prayer together before returning home.

Then conditioning value in nationalism namely sang Indonesia Raya and mandatory national anthem before learning activities begin. Singing in the area before the learning activity is terminated. So also with the conditioning aspect, such as working with mutual service, cleaning the classroom at the time pickets class. Then the standalone value when the student is responsible for himself/ herself, e.g., took

care of books and school supplies on her desk and clinch after doing prayers.

Both conditioning is done once a week. The flag ceremony held every Monday, every Memorial Day State and every major environmental warning. Then the conversation, pacelathon Boso Javanese, reading activities, Asmaul Husna Friday Prayers congregation Friday, clean the mosque Jami ' Hapless and ladies.

When a school has some of the character education program started from the conditioning that performed daily, then conditioning which is done once a week. The school also has a flagship program for character education. The school's flagship program on the formation of children's character that is Ummi who has been running for three years until now. The program executed in collaboration between Ummi school with Ummi Foundation which is mandatory for the entire student SDN Kauman 1 Malang.

Ummi method is one method of learning to read the Quran. Program learning to read the Quran with methods based on this in Ummi characters religiously a child it should be strong. Because not all students could recite the learn to read Quran or study at home. Family background are busy at work because of economic factors over the medium and the environmental factors as well. When the religious character of the child already formed then the value of the other characters will also follow.

## 2. Implementation of PPK

Based on interviews, observation and documentation is done then obtained findings that exercise of strengthening character education or PPK at SDN Kauman 1 Malang adopted from the technical instructions have been issued by the Ministry of Education and national culture and adapted to the activities at the school. Activities that are integrated with the activities of Intrakurikuler, Kokurikuler and extracurricular activities.

The first look program that is entered in the RPP, the Learning Plan contains the PPK, which means that in the learning has been integrated with the strengthening of character education in accordance with the curriculum of 2013. As the value of nationalism, responsibility, discipline it entered into the RPP. For example a class one theme 1 subtema 1 PKn, Indonesian Language lessons and lessons in SBdP PK tone of moral cultivation, attitude and cooperation. Indonesian Language Lesson activity seen with discussions with friends and teachers. SBdP in enhancing creativity as well as the responsibility of a student.

Then every month there are also activities of PPK with the theme of entrepreneurship. Entrepreneurial activity is focused on class 4 5 6. This entrepreneurial activities by selling a heavy meal, snacks and drinks that are made like bazar school page. For class 1 2 3 is still the application is not yet at the stage of development, and in accordance



with the themes studied. In a sense not matter anymore, but more on the skills project adapted to the theme being studied. Between classes 1 2 3 is also different in accordance with the agreement of the teacher of the class.

Implementation of self-employment is performed every month on the second week on Saturday by class 4 5 6. The activities carried out in turns. So for example in may by the sixth grade, then in June and July, fifth grade sixth grade and is done in a group. Then for the Division of the group arranged by the classroom teacher respectively. Because they are selling was heavy meals, snacks and drinks it also of the three classes that get the schedule of selling.

Buying and selling began at 9 because of low grade still exists on another project. Project or skill that corresponds to an existing theme, after which the activity as consumers. So when the class project 1 2 3 skills, for children grades 4 5 6 preparing everything for sale and doing promotion what will they sell, how much and where it is set. After doing a promotion asking for autographs as his class teacher already doing promotions.

The results are expected in many entrepreneurial values, many existing character values. The first honest, because selling should be based on honest with attitude. Both the teamwork, they don't sell themselves so there should be a team and their compactness. Then

care, care about her friends, because not all students from middle and upper circles there are down, so the mutual sympathy and empathy.

After the execution of the PPK, at the end of semester II held Summit theme. The Summit's theme is an activity to cover all activities of the PPK for two semesters. So every class it displays his creativity, every level of showing creativity differently. On the Summit's theme was held April 16, 2018 implementation combined with PHBI (Isro ' Mi'roj) so themes about religious matters. Then the students showing, dancing, singing, playing a musical instrument rabbana.

### 3. Supporting and Inhibiting Factors

#### a. Supporting Factor

Some of the things that becomes a factor in the process of supporting the strengthening of character education that is the existence of a shared commitment between principals, teachers, School Committee, parents, pupils and the local community together with stakeholders in the quest program implementation strengthening character education (PPK). Later, educators who have been able to carry out the activities of the PPK in accordance with the technical instructions from the Ministry.

With the support of the parents of the existence of the prayer in congregation duhur, parents provide support by paying for a carpet. Associations team up to buy carpets, they work together to clean up the environment of the school. In

collaboration with the Association to clean up class for children. There is also a programme of dissemination PPK. From the community around us it is liaising with the police is in cooperation. So between their socialization towards BMN schools in cooperation. The emphasis is definitely a lot of program when both the support and the implementation of good.

Facilities and infrastructure are adequate also became a factor in the implementation of programmes supporting the strengthening of character education at SDN Kauman 1 Malang. Such as classrooms, a Hall, the school, the mosque where she did all the good character education strengthening programme activity intrakurikuler, kokurikuler and extracurricular.

b. Inhibiting Factor

Some of the things that becomes a barrier factor in strengthening character education program implementation is the first, need for coaching or workshops for educators to enhance their ability in using models learning that integrates with the charge character education. As well as the need to be made independent learning modules that include character education.

Then the need for conditioning for students in adjusting the time home school is longer than usual. Low grade or grade 1, 2, 3 go home at 13.00/ duhur after prayers. And high class i.e. grades 4,

5, 6 home at 15:00/afternoon. Because the activity until the late afternoon will drain a lot of power and require conditioning.



## CHAPTER V

### DISCUSSION

In this chapter, researchers will present a description of the discussion in accordance with the findings of the research, so this discussion will integrate the findings that there are then expected to be able to find something new. As has been asserted in the form of analysis, this research uses qualitative descriptive analysis (exposure) of the data that is obtained either through interview, observation and documentation. This research discusses the program implementation PPK (Strengthening character education) in SDN Kauman 1 Malang. Starting from character education programs in SDN Kauman 1 Malang, then execution of the PPK (Strengthening character education), and the supporting Factors and the factors restricting implementation of PPK at SDN Kauman 1 Malang.

Below will be presented a discussion of the results of research related to the focus of the research that has been formulated previously:

#### A. Chacacter Education Program

Character education is an effort that is done on purpose to develop good character (good character) based on the core policies (core virtues) that objectively both for individuals and society. According to Thomas Lickona is education to shape one's personality through education manners, the results seen in the actions of a person. That is the behaviour



of a good, honest and responsible, respecting the rights of others, hard work and so on.<sup>54</sup>

One way to build character is through education. Education, good education in the family, community or formal education in schools should inculcate the values for the formation of character. A person's character is formed due to a habit that is done, the attitude taken in response to the circumstances and the spoken words to others.<sup>55</sup>

Character education program at SDN Kauman 1 Malang is done through conditioning on daily activities. Some of the school's flagship programs namely character education implemented in the process of daily in schools. Implementation in daily activities in the important role of the school itself. It is like the one delivered by Mrs. Ratna Nur Kumalasari, S.Pd as Co. Curriculum while interviews with researchers. That the role of the school in the formation of character. With the school's character education program has a goal to cultivate students characters.

The formation of the characters starting from the daily conditioning 5 S (Senyum, Sapa, Salam, Sopan dan Santun), such as field observations carried out every morning at the gates of the school, the teachers welcomed the arrival of the students. Each student greeting and kissing the hands of teachers. There was a positive interaction and conditioning every morning. 5 S activities done during his time in school,

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<sup>54</sup> Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi* (Bandung: Alfabeta, 2012), hlm. 23.

<sup>55</sup> Syamsul Kurniawan, *Pendidikan Karakter* (Yogyakarta: Ar-Ruzz Media, 2017), hlm. 29.

when students meet with teachers say the greeting, greet, and be polite and mannered against teachers. Students are also taught to do 5 S to all teachers, not just to teachers who teach it. This is done by constantly conditioning especially for low grade who need a lot of follow/emulate.

As the above explanation that the role of the character in the formation of school students is enormous. Because it fosters each student's character at that. Thus a character education program conducted through conditioning daily activities. Conditioning is also not only to students, but teachers and every citizen schools also do conditioning. conditioning starts with a exemplifying, so that students can follow the conditioning-conditioning positive especially for grade one and two the very need to develop characters by emulating first.

Example for educators is a behavior that is required in the formation of character. The Prophet shows example in carrying out the teaching of Islam found in Holy Quran.<sup>56</sup> Example of much-needed teachers in shaping the personality of the child. Therefore, an educator should do the deed in accordance with the guidance and example taught Prophet Muhammad SAW, educating children by example or Uswatun Hasanah. Allah SWT said that Muhammad SAW is a figure that should serve as a role model.

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<sup>56</sup> Ridwan Abdullah dan Muhammad Kadri, *Pendidikan Krakter Mengembangkan Krakter yang Islami* (Jakarta: Bumi Aksara, 2016), hlm. 39.

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ

وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا (٢١)

“Sungguh, telah ada pada (diri) Rasulullah itu suri tauladan yang baik bagimu (yaitu) bagi orang yang mengharap (rahmat) Allah dan (kedatangan) hari kiamat dan yang banyak mengingat Allah.”<sup>57</sup> (QS. Al Ahzab (33): 21)

The word of Allah SWT explained that the Prophet Muhammad SAW is a figure of the Queen giving to his people. The example needed in shaping the personality of the child so that it becomes a muslim character. An educator or teacher should be a minimal model for his protégé. The goal of Islamic education is making every muslim to become a private character in accordance with the morals of the Qur'an and sunnah.

Character education through religious conditioning. On religious conditioning namely prayer together through audio before learning activities. Grade one to grade six simultaneously pray together in their respective classes accompanied by a teacher's class. Continue reading the letters short options (Juz Amma) correspond to grade levels. Dhuha prayer in congregation 3-6 class in the Hall of the school, as the school's mosque. Prayer Duhur ranging from class 1-6, class one and two carry out prayers in each class and priests from the sixth grade and is already scheduled, whereas classes three to sixth grade in Congregation in the

<sup>57</sup> Al-Quran dan Terjemahannya (Bandung: SYGMA, 2009), hlm. 420.

Hall of the school. Ashar prayers in Congregation for the class 4-6, and prayer together before returning home.<sup>58</sup>

The nationalist character value is a way of thinking, being, and doing that show of loyalty, awareness, and appreciation toward the language, the physical environment, social, culture, economy and politics of the nation, putting the interests of the nation and Country above self-interest and his group. Values nationalists, among others, the cultural appreciation of the nation itself, keeping the cultural wealth of the nation, willing to sacrifice, superior, and the overachievers, love the motherland, safeguard the environment, law abiding, discipline, respect for cultural diversity, tribe and religion.<sup>59</sup>

Conditioning in the value of nationalism in SDN Kauman 1 Malang are sang Indonesia Raya and national song anthem before learning activities begin. Singing in the area before the learning activity is terminated. Sing Indonesia Raya and folk songs is conditioning so that more students to love the motherland, Homeland and nation. As well as respect for diversity and culture Indonesia possessed. So also with the conditioning aspect, such as working with mutual service, cleaning the classroom at the time pickets class. Then the standalone value when the student is responsible for himself/herself, example wudlu own, took care of books and school supplies on her desk after doing prayers.

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<sup>58</sup> Observasi tanggal 25 April 2018

<sup>59</sup> Kementrian Pendidikan dan Kebudayaan Republik Indonesia, *Konsep dan Pedoman Penguatan Pendidikan Karakter* (Jakarta: Kemendikbud), hlm. 8.

As a result of observation on April 25, 2018, every morning after prayers and read a Juz Amma, students sang Indonesia Raya song and Mandatory nationwide. Each student gets a turn at forward in the future to lead a class friends sing. In addition to showing the attitude of nationalism also shows a brave and responsible.

Second, conditioning is done once a week. The Flag ceremony held every Monday, every Memorial Day State and every major environmental warning. Then the conversation, pacelathon Boso Jowo , reading activities, Asmaul Husna at Friday ,Prayers congregation Friday, clean the mosque Jami ' Hapless and Ladies.<sup>60</sup>

Observations of researchers for one week, starting on April 25, 2018 conditioning program that schools have done once a week. Including ceremonial flags, flag ceremonies are conducted every Monday and carried in turn. Between the even and odd class because the school less spacious if not done in random. Then other activities i.e. before entering class there is activity for 15 minutes, including Conversation every Tuesday, Pacelathon Boso Javanese every Wednesday, the reading of the Asmaul Husna on Thursdays, Friday clean done by all the citizens of the school, good students, teachers, and employees of the school. Every Friday there are also Charity Friday gathered in each class.

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<sup>60</sup> Wawancara dengan Bu Novi, S.Pd selaku penyelenggara PPK dan guru kelas 5 di SD Negeri Kauman 1 pada tanggal 27 April 2018



Educating the child with the habit, because every child has an innate potential to obey the Almighty God, as the word of God surah Al A'raf ayat 172.

وَإِذْ أَخَذَ رَبُّكَ مِن بَنِي ءَادَامَ مِن ظُهُورِهِمْ ذُرِّيَّتَهُمْ وَ أَشْهَدَهُمْ  
عَلَىٰ أَنفُسِهِمُ ٱلسَّنْتَ بِرَبِّكُمْ قُلُوا بَلَىٰ شَهِدْنَا أَن تَقُولُوا يَوْمَ ٱلْقِيَمَةِ إِنَّا كُنَّا  
عَنِ هَٰذَا غَافِلِينَ (١٧٢)

*“Dan (ingatlah) ketika Tuhanmu mengeluarkan dari sulbi (tulang belakang) anak cucu Adam keturunan mereka dan Allah mengambil kesaksian terhadap roh mereka (seraya berfirman), “Bukankah Aku ini Tuhanmu?” Mereka menjawab, “Betul (Engkau Tuhan kami), kami menjadi saksi.” (kami lakukan yang demikian itu) agar di hari kiamat kamu tidak mengatakan, “Sesungguhnya ketika itu kami lengah terhadap ini.”<sup>61</sup> (QS. Al A'raf (7): 172)*

The verse States that given any child to acknowledge God as their Lord, and obey him. However, the child is not able to run it as long as he has not seen a parent or teacher provides a good example in carrying out of obedience to God Almighty. Will grow into a personal believer if given Islamic education and are accustomed to running Islamic behavior.<sup>62</sup>

Make a well-behaved student and has Islamic morals is to familiarize the child run good behavior. The child will grow and good personality with the teacher provides a good example anyway. That is because a child will behave in accordance with what is commonly seen and heard from

<sup>61</sup> Al-Quran dan Terjemahannya (Bandung: SYGMA, 2009), hlm. 173.

<sup>62</sup> Ridwan Abdullah dan Muhammad Kadri, *Pendidikan Krakter Mengembangkan Krakter yang Islami* (Jakarta: Bumi Aksara, 2016), hlm. 150.

the environment. Therefore, the most important factor in forming good habits are model to be the existing habits.

When a school has some of the character education program started from the conditioning that performed daily, then conditioning which is done once a week. The school must have a superior program of all the program. The school's flagship program has been running for three years that is Ummi.

Method of UMMI was born in 2011, founded by UMMI Foundation located in Surabaya with a vision to become the leading institution that spawned generations of Qur'ani. UMMI foundation in cooperation with the institutions that have the same vision that is developing learning the Koran which put forward the quality and strength of the system. As for the mission that is manifest in the professional institutions teaching the Qur'an with base and social events, building a learning management system that is based on quality, as well as being the Centre of the development and propagation of the Qur'an on the community.

The name itself is taken from UMMI Arabic meaning mother. The mother of a great many services to us who patiently teaches many things and languages in the world. The approach of mother tongue very effectively in Qur'ani teaching, namely in a straightforward manner without spelled (direct method), repeated (repetition), and full of sincere affection, as well as a remarkable patience (affection). Well in a way this

is the approach adopted by UMMI method of the faculty to the students so that the result is incredible.<sup>63</sup>

Based on the results of interviews about the flagship program of character education, then in the formation of character i.e. Umami who has been running for three years until now. Umami method is one method of learning to read Al Quran. The program made by Umami method was chosen because it is essentially religious character of a child it should be strong. Because not all students could recite the Koran or study at home. Family background are busy at work because of economic factors over the medium and the environmental factors as well. So the existence of this Umami is ekstrakurricular program which is mandatory by all students.

الَّذِينَ آتَيْنَا هُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَئِكَ يُؤْمِنُونَ بِهِ وَ  
مَنْ يَكْفُرْ بِهِ فَأُولَئِكَ هُمُ الْخَاسِرُونَ (١٢١)

“Orang-orang yang telah kami beri kitab, mereka membacanya sebagaimana mestinya, mereka itulah yang beriman kepadanya. Dan barang siapa ingkar kepadanya, mereka itulah orang-orang yang rugi” (QS. Al Baqarah (02): 121)

Mankind was given a Quran in order for them to read, learn, practice and content of digging. Because read Al Quran is important as capital of human life. Then it was a very losers if don't want to study the Quran. Foster children character to love, learn, and practice Al Quran is a very

<sup>63</sup> Yudi Efendi, *Metode Umami Cara Belajar Al Quran Menyenangkan* (<https://wawasankeislamanblog.wordpress.com/2017/11/01/metode-umami-cara-belajar-al-quran-menyenangkan/>), diakses 06 April 2018 pukul 23.55 WIB)

strong foundation in forming the character of a child. When the child's strong religious character (faith) then the other characters will also celebrates a very positive value.

The results of the observational data researcher, made the method executed on the schedule that Ummi was created. Implementation is scheduled for the first class on Monday and Tuesday, two class Wednesday and Thursday, the third grade fourth grade Mondays, Wednesdays, fifth grade class Tuesday, and no delicious Ummi. Class one and class two, begins at 12.35 and ends at 13.10. After prayers in congregation processed duhur students prepare a place for the activities of learning to read Quran with Ummi. Students are grouped in accordance with their level of reading, one by one the students Koran with teacher and the accompanying teacher class. as for the class three, four and five start puku 12.35 until 13.45 After Ummi made the activity finished high class implement the Ashar prayers in congregation and then go home each.<sup>64</sup>

Based on data from interviews, observation and documentation obtained that character education programs in SDN Kauman 1 Malang is done through conditioning. Starting from conditioning is done seriap day such as, praying before lessons, sang the national anthem Indonesia Raya and, pray in congregation, and apply 5 S (Senyum, Sapa, Salam, Sopan dan Santun). Then conditioning conducted one time in a week, as the flag

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<sup>64</sup> Observasi lapangan di SD Negeri Kauman 1 Malang.

ceremony every Monday, conversation every Tuesday, Pacelathon Boso Javanese every Wednesday, read Asmaul Husna on Thursdays, and Friday the net every Friday. In addition there is also the flagship program of conditioning in character education program that is a Umami has teamed up with Umami Foundation in practice.

#### B. Implementation of PPK

Strengthening character education or PPK is movement education under the responsibility of the educational unit to strengthen the character of learners through the harmonization of sports heart, sport think, think and exercise with the involvement of and cooperation between units education, family, and community as part of a Mental Revolution Movement (GNMR).<sup>65</sup>

Strengthening character education movement (PPK) in addition to a continuation and sustainability of National character education Movement of the peoples of the year 2010 is also an integral part of the Nawacita. In this case the grains 8 Nawacita: the revolution of national character and Mental Revolution Movement in education to encourage the whole stakeholders to innovate paradigm, i.e. the change of mindsets and ways of acting, in managing the school. For that, the movement of PPK putting characters as the deepest dimension of education to cultivate the perpetrators of education. There are five main interdependent character values with network values need to be developed as a priority motion

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<sup>65</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm. 2.



PPK. The main value of the fifth character of the nation in question is a religious value, the value of Nationalism, the value of independent, Mutual, value and integrity.<sup>66</sup>

As for the implementation of activities Strengthening character education (PPK) which was held in SDN Kauman 1 Malang adopted from the technical instructions have been issued by the Ministry of education and culture and adapted to National activities in the school. Activity that are integrated with the activities of Intrakurikuler, Kokurikuler and extracurricular activities. Based on my interview with Co. Curriculum, Mrs. Ratna Nur Kumalasari, S.Pd said that the main value of the fifth national character has been entered in the RPP. Implementation plan the learning that there are already contains the PPK (Strengthening character education).<sup>67</sup>

The result of the interview explaining that PPK has been integrated in the teaching and learning activities (KBM). PPK integrated with KBM is an activity that goes in the Intrakurikuler school. Meet the 5 characters that are contained in the implementation of the strengthening nationalist character education, mutual, integrity, independent and religious. For example the nationalist in the presence of moral cultivation PKn lessons, attitude and teamwork. Then another example in the Indonesian Language lessons with a group discussion is value or mutual cooperation. SBdP

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<sup>66</sup> Kementrian Pendidikan dan Kebudayaan Republik Indonesia, *Konsep dan Pedoman Penguatan Pendidikan Karakter* (Jakarta: Kemendikbud), hlm. 8-9.

<sup>67</sup> Wawancara dengan Bu Ratna Nur Kumalasari, S.Pd selaku Ko. Kurikulum SD Negeri Kauman 1 pada tanggal 25 Mei 2018

inside there is a standalone application, is when the student has the task of making crafts with the results of their own hands and creative. Value the integrity of students demonstrated by the attitude of honest, mutually appreciative friends and respect between teachers in the learning process. Religious value indicated by reading the prayers before the start of learning and the learning end time.

It is in accordance with the movement's focus on the structure of the curriculum, PPK, among others Intrakurikuler, Kokurikuler activities and extracurricular activities. Because the movement strengthening character education does not change existing curriculum, but the optimization of the curriculum on the educational unit. Movement of the PPK is carried out through various means in accordance with the framework curriculum i.e. minimal time allocation set out in the basic framework and structure of the curriculum, Extracurricular activities and managed by educational units in accordance with the interest and characteristics of the learners, local wisdom, power support and wisdom of each educational unit.<sup>68</sup>

In addition to the implementation of the PPK which is integrated with the RPP, the strengthening of character education in SDN Kauman 1 Malang is also the theme of self-employment that is implemented every single month. Based on interviews with Mrs. Djani Rima Widjaja, S.Pd as the organizer of strengthening character education (PPK) and the grade 2 teacher explains that PPK implemented every day which is already

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<sup>68</sup> Kementrian Pendidikan dan Kebudayaan Republik Indonesia, *Konsep dan Pedoman Penguatan Pendidikan Karakter* (Jakarta: Kemendikbud), hlm. 8-9.

integrated in the RPP. In addition, every single month character education reinforcement program (PPK) in SDN Kauman 1 Malang theme of self-employment.<sup>69</sup>

Entrepreneurial activity is focused to class 4 5 6 in the implementation. Preserve in turn in accordance with the schedule of each of the grade levels. for example a class four months of February, March and the fifth grade sixth grade in April. Entrepreneurial activity can be said to be an existing page of bazar school at SDN Kauman 1 Malang. The activity of the various food and drink, drink, snacks and meals. Done in groups, each group divided by the class teacher's classroom and agreed what will be sold later. As for class 1 2 3 have skills activities according to the theme of each class. Before following the entrepreneurial activities of high class, low class owning the project skills such as making crafts from night, then make the craft of bottles, coloring and activity skills adjusted with the theme.

Started buying and selling began at 9 because of low grade still exists the project skills. The skills of the project in accordance with the existing theme, afterwards follow the entrepreneurial activity as consumers. So when the class activities 1 2 3 skills, 4 5 6 graders who served as executor of doing promotion to class and prepare everything for sale. Nine o'clock

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<sup>69</sup> Wawancara dengan Bu Jani Rima Widjaja, S.Pd selaku penyelenggara PPK dan guru kelas 2 di SD Negeri Kauman 1 pada tanggal 27 April 2018

exactly started the activities. The event was attended by all the citizens of a school like delivered by Mrs. Djani Rima Widjaja, S.Pd.<sup>70</sup>

The results are expected in the entrepreneurial activity: first as an example when you finish the promotion of processed, students asked his class teacher's signature as proof he's been ship/advertise in the class. Will show honest and confident attitude. These activities are carried out to the students the more positive character, and is expected to have a complex value in character education, such as courage, responsibility was delegated, honesty, cooperation, and enthusiastically join in the activities. The expected positive character though admittedly in a long period of time or indirectly, but will any changes towards the positive. All these activities can not run well if the absence of the support of all the citizens of the school.

Such activities in accordance with the movement's focus on the structure of PPK'S Activities is the choice of a wide range of activities for the formation of character of learners who are balancing the four dimensions of managing education according to Ki Hajar Dewantara, namely sports the flavors, though thought, exercise and sports. The school chose the structure of activities that will encourage the formation of uniqueness, specificity, and the excellence of the school (school of branding).

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<sup>70</sup> Wawancara dengan Bu Jani Rima Widjaja, S.Pd selaku penyelenggara PPK dan guru kelas 2 di SD Negeri Kauman 1 pada tanggal 25 Mei 2018

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَأْكُلُوا أَمْوَالَكُمْ بَيْنَكُمْ بِالْبَاطِلِ إِلَّا أَنْ تَكُونَ  
تِجَارَةً عَنْ تَرَاضٍ مِّنْكُمْ وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا  
(٢٩)

“Wahai orang-orang yang beriman! Janganlah kamu saling memakan harta sesamamu dengan jalan yang batil (tidak benar), kecuali dalam perdagangan yang berlaku atas dasar suka sama suka di antara kamu. Dan janganlah kamu membunuh dirimu. Sungguh, Allah Maha Penyayang kepadamu” (QS. An Nisa (04): 29)<sup>71</sup>

This paragraph describes the legal transactions in General, more specifically trade, business and jaul buy. Relation to the implementation of the PPK in SDN Kauman 1 Malang that is PPK activities that raised the theme of self-employment. In buying and selling should follow Islamic law. Trade with each other the pleasure principle, sincere, honest, and accountable. You shall not hate each other, hurt by deed. God explained that all this is the manifestation of affection to all his creatures.

After the execution of the PPK, at the end of semester II held Summit theme. The Summit's theme is an activity to cover all activities of the PPK for two semesters. So every class it displays his creativity, every level of showing creativity differently. On the Summit's theme was held April 16, 2018 implementation combined with PHBI (Isro ' Mi'roj) so themes about religious matters. Then the students showing sholawatan, dancing, singing, playing a musical instrument rabbana.

<sup>71</sup> Al-Quran dan Terjemahannya (Bandung: SYGMA, 2009), hlm. 83.



Strengthening the implementation of education through various activities that have been discussed above, as well as the principles of strengthening character education:

1. Expansion of the potential-oriented learners thoroughly and integrated.
2. The Example in the implementation of character education at each educational environment.
3. Take place through conditioning and all the time in everyday life.<sup>72</sup>

Based on the interviews, observation and documentation obtained findings that exercise of strengthening character education (PPK) in SDN Kauman 1 Malang implemented adopted from the technical instructions have been issued by the Ministry of education and National culture and adapted to the activities at the school. Activities that are integrated with the activities of Intrakurikuler, Kokurikuler and extracurricular activities. Teaching and learning activities that are integrated with the PPK i.e. RPP that contains the PPK. Then the activities of the PPK in SDN Kauman 1 Malang village that has the entrepreneurial theme devoted to high class, low class 4 5 6 class and have skills activities according to the theme of each. All activities in the implementation of strengthening character education (PPK) in order to meet the 5 characters that are contained in the implementation of the strengthening nationalist character education, mutual, integrity, independent and religious.

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<sup>72</sup> Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter , Jakarta , 2017, hlm. 5.

### C. Supporting and Inhibiting Factors

As for the provision of a school program, especially the strengthening of character education there are things that become a supporting factor and factor inhibitor, the supporting and inhibiting factors of implementation of the PPK:

#### 1. Supporting Factor

Some of the things that becomes a factor in the process of supporting the strengthening of character education that is the existence of a shared commitment between principals, teachers, School Committee, parents, pupils and the local community together with stakeholders in the quest program implementation strengthening character education (PPK). Later, educators who have been able to carry out the activities of the PPK in accordance with the technical instructions from the Ministry.

With the support of the parents of the existence of the prayer of duhur, parents provide support by paying for a carpet. Associations team up to buy carpets, they work together to clean up the environment of the school. In collaboration with the Association to clean up class for children. There is also a programme of dissemination PPK. From the community around us it is with the police PP had in cooperation. So between their socialization towards BMN schools in cooperation.

The emphasis when both that program certainly many who support and implementation of good.<sup>73</sup>

Infrastructure and facilities are adequate is also a factor in the implementation of programmes supporting the strengthening of character education at SDN Kauman 1 Malang. Such as classrooms, a Hall, the school, the mosque where she did all the good character education strengthening program activity intrakurikuler, kokurikuler and extracurricular.

Based on that data, the factors supporting the implementation of strengthening character education in SDN Kauman 1 Malang is said to be good, in terms of infrastructure and facilities, the school environment, citizen schools, parents, communities and other relevant parties or engage in to achieve the desired results.

## 2. Inhibiting Factor

Some of the things that becomes a barrier factor in strengthening character education program implementation is the first, need for coaching or workshops for educators to enhance their ability in using models learning that integrates with the charge character education. As well as the need to be made independent learning modules that include character education.

Then the need for conditioning for students in adjusting the time home school is longer than usual. Low grade or grade 1, 2, 3 go home

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<sup>73</sup> Wawancara dengan Bu Novi, S.Pd selaku penyelenggara PPK dan guru kelas 5SD Negeri Kauman 1 pada tanggal 27 April 2018

at 13.00/ after dhuhur prayers. And high class i.e. grades 4, 5, 6 home at 15:00/afternoon. Because the activity until the late afternoon will drain a lot of power and require conditioning. When a physical break in less then optimal unbiased or obstructed in the exercise of such activities.

The discussion program PPK, based on studies from the beginning as well as the calculation of student learning in accordance with the curriculum of 2013, then it can be considered the following:

- a. Educators and educational personnel are now able to carry out the activities of the PPK in accordance with the technical instructions from the Ministry, but haven't been able to optimize the activities of the PPK in detail, still need to be coordination with all items.
- b. Infrastructure and facilities adequate, but there are still many activities that use space together, necessitating the use of Setup, the addition and improvement of space activities.
- c. Need for coaching or workshops for educators to enhance capabilities in the use of learning models that integrate with the charge character education.
- d. Self-contained learning modules need to be made containing the character education.

- e. Need to familiarize the matter composing the HOTS (Higher Order Thinking Skills) so that students have the reasoning and analysis of reserved.
- f. Need to refine and adjust the Curriculum document unit level education (KTSP) to fit the character education reinforcement program (PPK).
- g. Need for empowering the role of the school Committee in empowering parents as part of character education.<sup>74</sup>

Based on the above documentation that in order for the implementation of the program of Strengthening character education (PPK) running in accordance with the expected results, the need for preparations which are more mature and lack refinement in terms of any such that had been presented earlier.

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<sup>74</sup> Dokumentasi profil sekolah di SD Negeri Kauman 1 Malang.



## CHAPTER VI

### CLOSING

#### A. Conclusion

Based on the findings of the research have been presented at the previous discussion related to program implementation PPK (Strengthening character education) in SDN Kauman 1 Malang, then the following conclusions to be drawn:

1. Character education Program that is on the SDN Kauman 1 Malang is done through conditioning on daily activities. As for some of the school's flagship programs namely character education implemented in the process of daily in schools. First, the conditioning is done every day include: 5 S (Senyum, Sapa, Salam, Sopam dan Santun), prayer together through audio before learning activities, read short letters (Juz Amma), sang songs and Indonesia national mandatory before learning activities started, pray Dhuha (class 3-6), pray in congregation Dhuhur (class 1-6), Ashar prayers in Congregation (class 4-6), prayers before returning home. Second, the conditioning in all schools is done once a week include: Flag Ceremony every Monday, English (Conversation) every Tuesday, Pacelathon Boso Javanese every Wednesday, the reading of the Asmaul Husna every Thursday, Friday's Activities, Charity Ladies Friday and every Friday. Third, the flagship program in character education namely Umami (Umami made the method) has been

running for three years who worked with Ummi Foundation in its execution.

2. Implementation of activities PPK in SDN Kauman 1 Malang adopting of technical instructions that have been issued by the Ministry of education and culture and adapted to National activities in the school. Implementation of the PPK focuses on structures that already exist in the national education system. First, the structure of the program include: rank and class, utilizing the school's ecosystem, strengthening the capacity of teachers, as well as the relevant stakeholders in the development of PPK (principals, educators, educational personnel, School Committee, and Regent other). Second, the structure of the curriculum in strengthening character education curriculum but does not change the optimize curriculum on the educational units include: integrating on subjects (intrakurikuler and kokurikuler) in the corresponding RPP subjects respectively, PPK through extracurricular activities conducted through collaboration with the public and other parties of the relevant agencies, the activities of school culture through conditioning. Third, the structure of the activities of the PPK in the formation of the character of learners who are balancing the four dimensions of processing education according to Ki Hajar Dewantara, an activity that encourages the formation of uniqueness, uniqueness and excellence of the school (school branding) through entrepreneurship.

3. Factor endowments in the implementation of the strengthening of character education in SDN Kauman 1 Malang is said to be good, in terms of infrastructure and facilities, the school environment, citizen schools, parents, communities and other relevant parties or involved for achieve the desired results. Restricting factors in the implementation of the program is not yet the existence of a PPK coaching or workshops for educators and students in unfamiliar home school time adjust the longer than usual.

#### B. Advice

1. For schools in order to maintain and further improve the conditioning in the implementation of activities more character education to form the character of students. Need for coaching or workshops for educators (teachers) to be able to improve their ability in using learning models that integrate with the charge character education.
2. For teachers as an educator should be a minimal model for his protégé. The example needed in shaping the personality of the child so that it becomes a decent character.
3. For the next researcher To Researchers who want to do further research related character education strengthening program implementation (PPK), and research related to other aspects, with the hope that this research into information and contributions for researchers.

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## **LIST OF APPENDIXES**

## Appendix I: Research Image

### The Condition of the School Environment



## Conditioning Activities





## Religious Activities



## PPK – The Implementation Of Entrepreneurship





## PPK –Entrepreneurship



## PPK – Socialization of the Dangers of Drugs





## Appendix II: Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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### BUKTI KONSULTASI SKRIPSI JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : Rizkya Dwi Kurnia  
NIM : 14140116  
Judul : Implementation of PPK (Penguatan Pendidikan Karakter) Program in SD Hegeri Kauman 1 Malang  
Dosen Pembimbing : Dr. Muhammad Walid, M.A

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	11 / 05 / 2018	konsultasi hasil ujian proposal	
2.	16 / 05 / 2018	konsultasi instrumen penelitian	
3.	23 / 05 / 2018	BAB I	
4.	25 / 05 / 2018	Revisi BAB I	
5.	28 / 05 / 2018	BAB II	
6.	1 / 06 / 2018	BAB II Revisi	
7.	04 / 06 / 2018	BAB II, III	
8.	06 / 06 / 2018	konsultasi ujian skripsi	
9.	07 / 06 / 2018	ACC skripsi	
10.			
11.			
12.			

Malang, 08 Juni ..... 2018..

Mengetahui

Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag

NIP. 197608032006041001





PEMERINTAH KOTA MALANG  
DINAS PENDIDIKAN  
**SEKOLAH DASAR NEGERI KAUMAN 1**  
KECAMATAN KLOJEN

Jalan Kauman Nomor 1 Malang Telepon (0341) -3031413 Malang 65119  
Website : [www.sdnkauman1-malang.sch.id/](http://www.sdnkauman1-malang.sch.id/) Email : [sdnkauman1malang@gmail.com](mailto:sdnkauman1malang@gmail.com)

**SURAT KETERANGAN**

Nomor: 421.2/558/35.73.307.02/2018

Yang bertanda tangan di bawah ini:

Nama : Dra. ANITA ROSEMARIA, M.Pd  
NIP : 196705012 199403 2 009  
Pangkat/Golongan : Pembina TK I, IV/b  
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa:

Nama : Rizky Dwi Kurnia  
NIM : 14140116  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Telah selesai mengadakan Pengambilan Data/ Penelitian di SD Negeri Kauman 1 Malang pada bulan April s.d. Juni 2018 dengan judul "Implementasi of PPK (Penguatan Pendidikan Karakter) Program in SD Negeri Kauman 1 Malang".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 25 Mei 2018  
Kepala SDN Kauman 1



Dra. ANITA ROSEMARIA, M.Pd  
Pembina TK I  
NIP. 196705012 199403 2 009



## PEMERINTAH KOTA MALANG DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333  
Website : <http://diknas.malangkota.go.id> | Email : [disdik\\_mlg@yahoo.co.id](mailto:disdik_mlg@yahoo.co.id)  
Kode POS : Malang 65145

### REKOMENDASI

Nomor : 074 / 0564 / 35.73.301 / 2018

Menunjuk surat dari Kepala BAKESBANGPOL Kota Malang tanggal 19 April 2018 Nomor 072/362.04.P/35.73.406/2018 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada :

1. Nama : Rizky Dwi Kurnia
2. NIM : 14140116
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Guru Madrasah Ibtidaiyah
5. Tempat Pelaksanaan : SD Negeri Kauman 1 Malang
6. Waktu Pelaksanaan : April s.d Juni 2018
7. Judul : Implementation of PPK ( Penguatan Pendidikan Karakter ) Program in SD Negeri Kauman 1 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala Sekolah / Kepala Bidang;
2. Tidak Mengganggu kegiatan;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian;
5. Menjaga perilaku dan mentaati tata tertib yang berlaku pada Lokasi tersebut di atas;
6. Menaati ketentuan peraturan perundang-undangan;
7. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk menjadikan periksa.

Malang, 20 April 2018

KEPALA DINAS PENDIDIKAN,  
  
Drs. TOTOK KASianto  
Pemula Tk I/IVb  
NIP. 19650410 198910 1 003

Tembusan :  
Yth Sdr.

1. Kepala SD Negeri Kauman 1 Malang
2. Dekan Fak. Ilmu Tarbiyah dan Keguruan Univ. Islam Negeri Maulana Malik Ibrahim Malang
3. Yang bersangkutan





**PEMERINTAH KOTA MALANG**  
**BADAN KESATUAN BANGSA DAN POLITIK**

Jl. A. Yani No. 98 Telp. ( 0341 ) 491180 Fax. 474254  
**M A L A N G**

Kode Pos 65125

**REKOMENDASI PELAKSANAAN PENELITIAN**  
**NOMOR : 072/362.04.P/35.73.406/2018**

Berdasarkan pemenuhan ketentuan persyaratan sebagaimana ditetapkan dalam Peraturan Walikota Malang Nomor 24 Tahun 2011 Tentang Pelayanan Pemberian Rekomendasi Pelaksanaan Penelitian dan Praktek Kerja Lapangan di Lingkungan Pemerintah Kota Malang Oleh Badan Kesatuan Bangsa dan Politik Kota Malang serta menunjuk surat Dekan Fak. Ilmu Tarbiyah dan Keguruan Univ. Islam Negeri Maulana Malik Ibrahim Malang No. 1111/Un.03.1/TL.00.1/04/2018 tgl. 16 April 2018 perihal : Izin Penelitian, kepada pihak sebagaimana disebut di bawah ini :

- a. Nama : RIZKYA DWI KURNIA. (peserta : - orang terlampir).
- b. Nomor Identitas : 14140116.
- c. Judul Penelitian : Implementation of PPK (Penguatan Pendidikan Karakter) Program in SD Negeri Kauman 1 Malang.

dinyatakan memenuhi persyaratan untuk melaksanakan penelitian skripsi yang berlokasi di:  
- Dinas Pendidikan Kota Malang.

Sepanjang yang bersangkutan memenuhi ketentuan sebagai berikut :

- a. Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian;
- b. Menjaga perilaku dan mentaati tata tertib yang berlaku pada Lokasi tersebut di atas;
- c. Mentaati ketentuan peraturan perundang-undangan.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya, dan masa berlaku rekomendasi ini adalah sejak tanggal *ditetapkan s/d Juni 2018*.



**HERU MULYONO, SIP., MT.**

Pembina

NIP. 19720420 199201 1 001

Tembusan :

- Yth. Sdr. - Dekan Fak. Ilmu Tarbiyah dan Keguruan Univ. Islam Negeri Maulana Malik Ibrahim Malang;
- Yang bersangkutan.

**NB : Yang bersangkutan wajib melaporkan hasil penelitian dan sejenisnyanya kepada Bakesbangpol Kota Malang.**



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Nomor : 1105/Un.03.1/TL.00.1/04/2018  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

16 April 2018

Kepada  
Yth. Kepala SDN Kauman 1 Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rizky Dwi Kurnia  
NIM : 14140116  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester - Tahun Akademik : Genap - 2017/2018  
Judul Skripsi : Implementation of PPK (Penguatan Pendidikan Karakter) Program in SD Negeri Kauman 1 Malang  
Lama Penelitian : April 2018 sampai dengan Juni 2018  
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
Dekan  
D.H. Agus Maimun, M.Pd.  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

## Appendix III: Research Transcript

**Pedoman wawancara di SDN Kauman 1 Malang**

Hari/tanggal :

Narasumber :

Jabatan :

Tempat :

## A. Kepala Sekolah

1. Jelaskan secara singkat Profil SDN Kauman 1 Malang?
2. Bagaimana visi dan misi SDN Kuman 1 Malang?
3. Apa peran sekolah untuk pendidikan karakter dalam menanamkan karakter pada peserta didik?
4. Apa program unggulan sekolah dalam pembentukan karakter di SDN Kauman 1 Malang?
5. Bagaimana dengan Sarana dan prasarana sekolah, apakah menunjang dalam pelaksanaan pendidikan karakter di SDN Kauman 1 Malang in?
6. Jelaskan tentang program dan pelaksanaan penguatan pendidikan karakter di SDN Kauman 1 Malang?
7. Setelah adanya penguatan penddikan karakter, apa yang menjadi factor pendukung serta factor penghambat pelaksanaan pendidikan karakter tersebut?

### **Pedoman wawancara di SDN Kauman 1 Malang**

Hari/tanggal :

Narasumber :

Jabatan :

Tempat :

#### **B. Waka Kurikulum**

1. Jelaskan secara singkat Profil SDN Kauman 1 Malang?
2. Bagaimana visi dan misi SDN Kuman 1 Malang?
3. Apa peran sekolah untuk pendidikan karakter dalam menanamkan karakter pada peserta didik?
4. Apa program unggulan sekolah dalam pembentukan karakter di SDN Kauman 1 Malang?
5. Bagaimana dengan Sarana dan prasarana sekolah, apakah menunjang dalam pelaksanaan pendidikan karakter di SDN Kauman 1 Malang in?
6. Jelaskan tentang program dan pelaksanaan penguatan pendidikan karakter di SDN Kauman 1 Malang?
7. Setelah adanya penguatan penddikan karakter, apa yang menjadi factor pendukung serta factor penghambat pelaksanaan pendidikan karakter tersebut?
8. Penyelenggaraan PPK pada Satuan Pendidikan jalur Pendidikan Formal dilakukan secara terintegrasi dalam kegiatan Intrakurikuier, Kokurikuler; dan Ekstrakurikuler. Bagaimana dengan PPK di SDN Kauman 1 Malang, apa terintegrasi dengan kurikulum yang ada?



### **Pedoman wawancara di SDN Kauman 1 Malang**

Hari/tanggal :

Narasumber :

Jabatan :

Tempat :

#### **C. Guru Penanggung Jawab PPK**

1. Apa pengertian, fungsi dan tujuan dari PPK (Penguatan Pendidikan Karakter) ?
2. Apa pendapat anda mengenai peraturan pemerintah, yaitu program PPK yang dilaksanakan di beberapa kota/ daerah, khususnya di kota malang?
3. Apakah semua sekolah di Kota Malang telah menerapkan program PPK?
4. Jika tidak semua sekolah menerapkan PPK, mengapa SDN Kauman satu dipilih menjalankan program tersebut?
5. Penyelenggaraan PPK pada Satuan Pendidikan jalur Pendidikan Formal dilakukan secara terintegrasi dalam kegiatan Intrakurikuler, Kokurikuler; dan Ekstrakurikuler. Apakah PPK masuk/ terintegrasi dengan kegiatan tersebut?
6. Apa saja program penguatan pendidikan karakter yang di selenggarakan di SDN Kauman 1 Malang?
7. Mengapa program tersebut dipilih dalam penguatan pendidikan karakter?
8. Bagaimana pelaksanaan PPK DI SDN Kauman 1 Malang ?
9. Siapa saja yang terlibat dalam pelaksanaan PPK?
10. Apa hasil dari pelaksanaan PPK di SDN Kauman 1 Malang?
11. Apa saja yang menjadi factor pendukung dan penghambat pelaksanaan PPK di SDN Kauman 1 Malang?



### **Pedoman wawancara di SDN Kauman 1 Malang**

Hari/tanggal :

Narasumber :

Jabatan :

Tempat :

#### **D. Staff , Pegawai, Masyarakat, Orang Tua**

1. Apa yang anda ketahui tentang pendidikan karakter?
2. Bagaimana pendidikan karakter yang ada di SDN Kauman 1 Malang?
3. Apa yang anda ketahui tentang PPK (Penguatan Pendidikan Karakter)?
4. Bagaimana pelaksanaan program PPK di SDN Kauman 1 Malang?
5. Apa yang anda amati dari pendidikan karakter (hasil) yang dilaksanakan di SDN Kauman 1 Malang?
6. Apa yang anda amati dari PPK (penguatan pendidikan karakter)/ hasil yang dilaksanakan di SDN Kauman 1 Malang?

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4. MA BILINGUAL Batu (2011 - 2014)